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ABSTRACT

The teacher's guide presents a set of eight lessons designed to help students develop the skills necessary for making responsible and effective decisions. The lessons focus on: (1) the need to make many decisions daily; (2) alternatives to decisions; (3) decisions based on values; (4) the future consequences of decisions; (5) decisions that are not as good as other decisions; (6) ways of making decisions; (7) ways of making decisions that are not as good as other ways; and (8) making good decisions by following proper decision making procedures. The student notebook allows students the opportunity to provide written responses to activities and scenarios presented. Students are encouraged to record the decisions they make during a day, to evaluate decisions made by themselves and by characters in the scenarios presented, to examine how decisions are made, and to look at alternative decisions and the consequences that may result from them. The final lesson on making decisions using proper decision making procedures ends with an exercise in which students record a problem they are faced with personally, consider a variety of alternatives and consequences, and arrive at a decision. (NB)

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MAKING DECISIONS

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GRAPHICS BY THE HAMILTON-WENTWORTH REGIONAL POLICE

FOR THE ROTARY CLUB OF HAMILTON

OPERATION PREPARE:
A CITIZENSHIP PROGRAM FOR STUDENTS

REVISED AND AMENDED FOR USE SOLELY WITHIN THE EDUCATION SYSTEM OF THE NORTHWEST TERRITORIES. CERTAIN WORDS, OR SCENARIOS HAVE BEEN CHANGED FROM, OR ADDED TO THE ORIGINAL TO REFLECT THE DIFFERENCES IN THE LIFESTYLE AND ENVIRONMENT IN THE NWT. SECTIONS ENTITLED ENGLISH VOCABULARY AND ENGLISH SENTENCE PATTERNS HAVE BEEN ADDED TO THE ORIGINAL VERSION, TO REFLECT THE NEEDS OF THE MAJORITY OF NWT STUDENTS WHO ARE ENGLISH-AS-A-SECOND LANGUAGE LEARNERS. THE SECTION ENTITLED CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE IS AN ADAPTATION OF ONE OF SEVERAL METHODOLOGIES SUGGESTED IN THE ORIGINAL TEACHER'S GUIDE. FOR ESL STUDENTS IT WAS CONSIDERED APPROPRIATE TO FOCUS ON ONLY ONE METHODOLOGY, INCORPORATING THE NECESSARY LANGUAGE DEVELOPMENT EXERCISES INTO THE METHODOLOGY. EVERY ATTEMPT HAS BEEN MADE TO ENSURE THAT THE MATERIALS ARE FREE OF BIAS, PREJUDICE AND DESCRIMINATION.

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LESSON NUMBER	KEY IDEA	
#1	EVERYONE OF US MAKES MANY DECISIONS DAILY	PAGE 17
#2	THERE ARE ALTERNATIVES TO EVERY DECISION	PAGE 21
#3	DECISIONS ARE BASED ON PEOPLE'S VALUES	PAGE 25
#4	THE DECISONS WE MAKE TODAY MAY INFLUENCE OUR LIVES SOMETIME IN THE FUTURE	PAGE 29
#5	SOME DECISIONS THAT ARE MADE ARE NOT AS GOOD AS OTHERS	PAGE 33
#6	THERE ARE MANY WAYS OF MAKING DECISIONS	PAGE 39
#7	SOME WAYS OF MAKING DECISIONS ARE NOT AS GOOD AS OTHERS	PAGE 41
#8	GOOD DECISIONS ARE MADE BY FOLLOWING PROPER DECISION-MAKING PROCEDURES	PAGE 44

AIM:

1) TO DEVELOP IN STUDENTS:
   - -AN UNDERSTANDING OF IDEAS AND CONCEPTS RELATED TO THE DECISION-MAKING PROCESS.
   - -THE ABILITY TO UTILIZE THE SKILLS INVOLVED IN A COMPREHENSIVE, SYSTEMATIC DECISION-MAKING PROCESS.
   - -A POSITIVE ATTITUDE TOWARDS RATIONAL DECISION-MAKING.

2) TO REINFORCE THE LANGUAGE THAT STUDENTS REQUIRE TO UNDERSTAND AND TALK/WRITE ABOUT THIS TOPIC

RATIONALE:

THE ABILITY TO THINK CRITICALLY AND TO MAKE RATIONAL DECISIONS IS A PRIMARY PREREQUISITE FOR "ACTIVE PARTICIPATION" IN A PLURALISTIC, DEMOCRATIC SOCIETY. INDEED, A FUNDAMENTAL PREMISE OF DEMOCRACY IS THAT MEN AND WOMEN CAN BE TAUGHT TO THINK FOR THEMSELVES AND TO DETERMINE "WISE" COURSES OF ACTION. "NO CITIZEN IN ANY AGE CAN BE COMPLETE IF HIS CITIZENSHIP TRAINING DOES NOT INCLUDE THESE FOUR FACTORS: 1) GAINING INFORMATION OR KNOWLEDGE, 2) LEARNING HOW TO USE THAT KNOWLEDGE ANALYTICALLY - TO THINK, 3) HAVING APPROPRIATE FEELINGS AND AFFECTIVE REACTIONS, AND 4) TAKING SOME KIND OF ACTION AS A CITIZEN."[1] IN SUCH AN APPROACH TO GOOD CITIZENSHIP, THE ACCUMULATION OF KNOWLEDGE IS A FACTOR TO BE CONSIDERED IN CURRICULUM PLANNING. HOWEVER, THE BALANCE FOR EMPHASIS IS TIPPED MORE TOWARD THE DEVELOPMENT OF SKILLS AND ABILITIES. SPECIFICALLY, IT IS SUGGESTED THAT STUDENTS NEED TO BE TAUGHT HOW TO "THINK".

FURTHERMORE, REGARDLESS OF THE ROLE WHICH A PARTICULAR INDIVIDUAL PLAYS IN THE FORMAL POLITICAL ARENA, HE MUST MAKE DECISIONS DAILY ABOUT MANY THINGS IN ORDER TO FUNCTION EFFECTIVELY WITHIN HIS OWN, PERSONAL ENVIRONMENT. HE MUST MAKE GENERALIZATIONS ABOUT HUMAN BEHAVIOUR AND MUST TAKE VALUE POSITIONS.

ALSO, IT IS ESSENTIAL TO NOTE THE CLOSE RELATIONSHIP BETWEEN SELF-ESTEEM AND THE ABILITY TO MAKE DECISONS. SELF-CONFIDENCE AND FEELINGS OF SELF-WORTH GROW AS AN INDIVIDUAL SUCCESSFULLY MAKES DECISIONS AND CONSEQUENTLY DEALS EFFECTIVELY WITH SITUATIONS WHICH HE/SHE ENCOUNTERS.

CLEARLY THEN, THE DEVELOPMENT OF DECISION-MAKING AND PROBLEM-SOLVING SKILLS IS CENTRAL TO THE OPERATIONALIZATION OF THE BASIC GOALS OF OUR EDUCATIONAL SYSTEM. THUS, IT IS IMPERATIVE THAT THE DEVELOPMENT OF THESE SKILLS BE FORMALLY BUILT INTO OUR SCHOOL PROGRAMS.

CONTEXT:

THIS UNIT IS DESIGNED FOR ALTERNATIVE PROGRAMS AT A GRADE LEVEL OF APPROXIMATELY GRADE 4-6. IT WOULD BE MOST APPROPRIATELY USED AS A PART OF CAREER AND LIFE MANAGEMEMENT. IT USES THE LANGUAGE DEVELOPMENT APPROACH. THE NORTHWEST TERRITORIES DEPARTMENT OF EDUCATION ADVOCATES USE OF THE LANGUAGE DEVELOPMENT APPROACH WITH ALL PROGRAMS. IN ORDER FOR STUDENTS TO UNDERSTAND AND COMMUNICATE ABOUT THE TOPICS THEY ARE STUDYING, THEY MUST HAVE INTERNALIZED THE VOCABULARY AND SENTENCE PATTERNS RELATED TO EACH CONCEPT. SUCCESS WITH THE PROGRAM MAY NOT BE POSSIBLE FOR MANY STUDENTS WITHOUT THIS ATTENTION TO LANGUAGE. THE TEACHER CONDUCTING THIS UNIT MUST MAKE THE FINAL DECISION ABOUT WHICH VOCABULARY AND SENTENCE PATTERNS ARE MOST RELEVANT FOR HIS/HER STUDENTS AND ADJUST EACH LESSON CONTENT APPROPRIATELY USING THE LANGUAGE DEVELOPMENT APPROACH AS SHOWN IN EACH LESSON.

1 DONALD W. ROBINSON, "EDUCATING CITIZENS FOR THE 21ST CENTURY," CIVIC LEADER, MAY 16, 1966, P.1.

THE LANGUAGE DEVELOPMENT APPROACH

THE LANGUAGE DEVELOPMENT APPROACH IS A SET OF PRINCIPLES ABOUT LANGUAGE TEACHING AND A LESSON FRAMEWORK WHICH COMBINES THE TEACHING OF CONCEPTS WITH THE LANGUAGE STUDENTS REQUIRE TO UNDERSTAND AND TALK/WRITE ABOUT THE CONCEPTS.

THE PRINCIPLES

1. STUDENTS NEED TO HAVE THEIR EXPERIENCES, SKILLS, KNOWLEDGE, AND PARTICULARLY, THE LANGUAGE THEY BRING TO SCHOOL IDENTIFIED AND USED AS THE BASIS FOR THE SCHOOL LANGUAGE PROGRAM.

2. STUDENTS NEED TO LEARN TO ARTICULATE FOR THEMSELVES AND TO COMMUNICATE THEIR THOUGHTS, FEELINGS, NEEDS, OPINIONS, AND INTENTIONS FOR A VARIETY OF PURPOSES IN MANY DIFFERENT COMMUNICATION CONTEXTS. THEY NEED TO BE ABLE TO UNDERSTAND, LEARN FROM AND RESPOND TO THE COMMUNICATION OF OTHERS.

3. ESL/ESD STUDENTS NEED TO SPEND MORE TIME LEARNING TO SPEAK ENGLISH THAN THEY DO LEARNING ABOUT ENGLISH.

4. STUDENTS NEED TO LEARN LANGUAGE, BUT THEY ALSO USE LANGUAGE TO LEARN.

5. STUDENTS NEED TO LEARN LANGUAGE THAT IS MEANINGFUL.

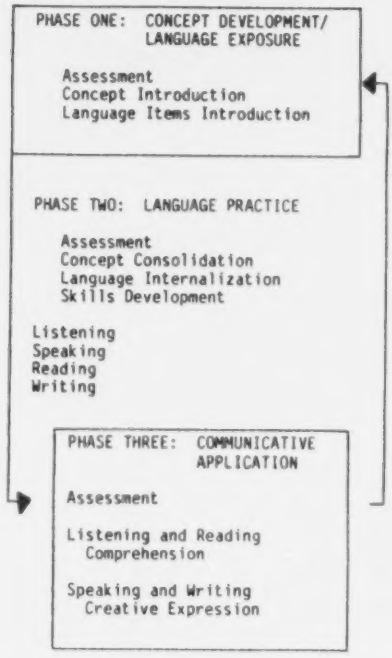
6. STUDENTS NEED TO LEARN TO DEVELOP THEIR THINKING SKILLS AND TO ENGAGE IN MORE ABSTRACT LEVELS OF THOUGHT AS THEY MATURE.

7. STUDENTS NEED TO PARTICIPATE IN LANGUAGE ACTIVITIES THAT INTEGRATE THE LANGUAGE STRANDS OF LISTENING, SPEAKING, READING, AND WRITING.

8. STUDENTS NEED TO LEARN "REAL" LANGUAGE AND HOW TO USE IT IN THE NATURAL SITUATIONS IN WHICH IT IS REQUIRED.

LANGUAGE DEVELOPMENT APPROACH (CONT'D)

LANGUAGE DEVELOPMENT FRAMEWORK
(Based on the work of Jim MacDiarmid
Adapted by B. Pugh and C. McGregor)



THE FRAMEWORK

THE LANGUAGE DEVELOPMENT APPROACH USES THIS FRAMEWORK TO STRUCTURE LESSONS COMBINING LANGUAGE LEARNING AND CONCEPTUAL DEVELOPMENT FOR ALL SUBJECT AREAS OR FOR ANY TOPICS OF PERSONAL OR CULTURAL RELEVANCE AND INTEREST. THE FRAMEWORK CONSISTS OF THREE PHASES:

1. CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE
2. LANGUAGE PRACTICE
3. COMMUNICATIVE APPLICATION

INTELLECTUAL SKILLS

Perceiving
Retrieving
Recalling
Matching
Sequencing
Classifying
Comparing/Contrasting
Generalizing
Inferring
Predicting
Interpreting
Hypothesizing
Imagining
Applying
Analyzing
Synthesizing
Evaluating

THE PURPOSE OF EACH PHASE IS TO:

PHASE ONE: CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE (CD/LE)

-TEACH NEW CONCEPTS THROUGH MEANINGFUL DIRECT/INDIRECT EXPERIENCES
-EXPOSE STUDENTS TO LANGUAGE ITEMS USED TO EXPRESS CONCEPTS IN THE APPROPRIATE CONTEXT

PHASE TWO: LANGUAGE PRACTICE (LP)

-REINFORCE LANGUAGE ITEMS SO THAT STUDENTS INTERNALIZE THEM
-DEVELOP LISTENING, SPEAKING, READING AND WRITING SKILLS

PHASE THREE: COMMUNICATIVE APPLICATION (APP)

-PROVIDE OPPORTUNITIES FOR STUDENTS TO SHOW THEY UNDERSTAND THE CONCEPTS AND CAN USE LANGUAGE ITEMS
-ASSESS LEARNING WHICH HAS TAKEN PLACE

DURING EACH PHASE STUDENTS ALSO DEVELOP AND USE THE BASIC THINKING SKILLS.

THE FRAMEWORK IS INTENDED TO BE FLEXIBLE AND SHOULD BE ADAPTED TO EACH TOPIC AND GROUP OF STUDENTS. FOR EXAMPLE, IN THE LESSONS IN THIS UNIT CD/LE AND LP PHASES HAVE BEEN COMBINED.

BEFORE TEACHING THIS UNIT

READ THE TEACHER'S GUIDE AND STUDENT NOTEBOOK THOROUGHLY, MAKING SURE YOU UNDERSTAND THE OBJECTIVES OF EACH LESSON AND THE MANNER IN WHICH THE OBJECTIVES ARE CARRIED OUT, APPLIED AND EVALUATED.

DETERMINE WHETHER THE ACTIVITIES SUGGESTED ARE FEASIBLE FOR YOUR STUDENTS. IF SOME ARE NOT, CREATE ALTERNATE ACTIVITIES MAKING SURE THEY FULLFIL THE LESSON OBJECTIVES. MAKE PROVISIONS FOR THE APPLICATION AND EVALUATION OF LEARNED CONCEPTS.

NOTE: IN MANY CASES, THE APPLICATION ACTIVITIES FURTHER TEST LEARNED CONCEPTS.

SINCE A UNIT ON MAKING DECISIONS IS A FOUR TO SIX WEEK EXPERIENCE, LIMITED RESULTS IN CHANGING STUDENT BEHAVIOUR CAN BE EXPECTED. THEREFORE, YOU SHOULD PLAN ONGOING EXPERIENCES FOR YOUR STUDENTS SO THAT THEY MAY CONTINUALLY PUT INTO PRACTICE LEARNED CONCEPTS BOTH INSIDE AND OUTSIDE YOUR CLASSROOM. AS WELL, WHEN SITUATIONS OCCUR IN YOUR COMMUNITY IN WHICH LEARNED CONCEPTS ARE NOT BEING APPLIED YOU SHOULD SEIZE THE OPPORTUNITY TO REINFORCE THE POSITIVE ATTITUDES PROMOTED IN THIS UNIT.

IF POSSIBLE, WORK WITH OTHER COP/SPP TEACHERS IN ORDER TO:

- -ACQUIRE MORE INFORMATION ABOUT DECISION-MAKING AND PROBLEM-SOLVING.
- -ASSESS THE STRENGTHS AND WEAKNESSES OF THE MAKING DECISONS UNIT AND HOW WELL YOU THINK THE UNIT WILL MEET THE NEEDS OF YOUR STUDENTS.
- -DEVELOP A SHORT TERM AND A LONG RANGE PLAN FOR THE USE OF THE UNIT, ANTICIPATING POSSIBLE AND NEEDED STEPS, RESOURCES, AND EVENTS DESIGNED TO BEST MEET STUDENT NEEDS.
- -SHARE THE RESPONSIBILITY FOR GATHERING RESOURCES (I.E., ORDERING KITS, FILMS, BRINGING IN GUEST SPEAKERS, PLANNING TRIPS, ETC.)
- -CARRY OUT PLANNED ACTIVITIES. SOMETIMES ONGOING COLLABORATION WITH OTHERS IS NECESSARY IN ORDER TO MAKE ADAPTATIONS WHICH WILL BEST MEET STUDENT NEEDS.

NOTE: TEACHING THE UNIT EVERY DAY DOES NOT IMPLY THAT THE STUDENT NOTEBOOK IS USED EVERY DAY. THE UNIT MAY BE TAUGHT IN NUMEROUS OTHER WAYS, E.G. DISCUSSION (AN ORAL LESSON), USING AUDIO-VISUAL MATERIALS, USING SUGGESTIONS MADE IN APPLIED ACTIVITES SECTIONS. IT IS ESSENTIAL THAT THE MATERIAL INVOLVED BE PRESENTED IN A VARIETY OF WAYS. ALSO, THE MATERIAL SHOULD BE RELATED TO THE SOCIAL CONTEXT OF THE SCHOOL AND THE COMMUNITY AND TO PROBLEMS AND SITUATIONS OCCURRING AT THE TIME.

BEFORE TEACHING THIS UNIT (CONT'D)

PREPARE A PRE-TEST TO BE USED PRIOR TO TEACHING THE UNIT TO DETERMINE ONE OR MORE OF THE FOLLOWING:

-NEED FOR THE UNIT (KNOWLEDGE, SKILLS AND ATTITUDES THE STUDENTS ALREADY HAVE.)

-PARTICULAR NEEDS OF STUDENTS.

-WHAT LANGUAGE ITEMS STUDENTS ALREADY HAVE/NEED RELATED TO THE TOPIC.

-ACTIVITIES BEST SUITED TO ACCOMPLISHING AIMS AND OBJECTIVES OF THE UNIT BASED ON STUDENTS' NEEDS.

-RESOURCES REQUIRED FOR IMPLEMENTING THE UNIT SUCCESSFULLY.

PREPARE A POST-TEST TO DETERMINE ONE OR MORE OF THE FOLLOWING:

-WHETHER AIMS AND OBJECTIVES HAVE BEEN MET.

-WHETHER STUDENTS' NEEDS HAVE BEEN MET.

-WHETHER STUDENTS UNDERSTAND AND CAN USE THE LANGUAGE DEVELOPED.

-WHETHER ACTIVITIES SELECTED WERE ADEQUATE.

-STUDENTS' FEELINGS REGARDING SUCCESS OF THE UNIT AS IT RELATES TO:
a) ACTIVITIES USED
b) TRANSFERENCE OF LEARNED CONCEPTS.

-THE ROLE STUDENTS PLAYED IN THE IMPLEMENTATION OF THE UNIT

-THE ROLE THE TEACHER AND OTHERS PLAYED IN THE IMPLEMENTATION OF THE UNIT.

GUIDELINES FOR EVALUATION

THE FOLLOWING ARE SOME QUESTIONS THAT YOU MIGHT ASK REGARDING THE OSBERVATION OF YOUR STUDENTS FOR THE PURPOSE OF EVALUATION.

1) **KNOWLEDGE**

IS THE STUDENT DEVELOPING AN UNDERSTANDING OF THE FOLLOWING?

-EVERYONE OF US MAKES MANY DECISIONS DAILY
-THERE ARE ALTERNATIVES TO EVERY DECISION
-DECISIONS ARE BASED ON PEOPLE'S VALUES
-THE DECISIONS WE MAKE TODAY MAY INFLUENCE OUR LIVES SOMETIME IN THE FUTURE
-SOME DECISIONS THAT ARE MADE ARE NOT AS GOOD AS OTHERS
-THERE ARE MANY WAYS OF MAKING DECISIONS
-SOME WAYS OF MAKING DECISIONS ARE NOT AS GOOD AS OTHERS
-GOOD DECISIONS ARE MADE BY FOLLOWING PROPER DECISION-MAKING PROCEDURES

2) **LANGUAGE SKILLS**

IS THE STUDENT:

-DEVELOPING AN UNDERSTANDING OF THE LANGUAGE USED IN THIS UNIT?

-USING THE LANGUAGE?

3) **PROBLEM SOLVING**

IS THE STUDENT ABLE TO:

-COMPREHEND THE NATURE OF THE PROBLEM?

-ASK QUESTIONS THAT GUIDE FURTHER INVESTIGATION?

-GENERATE A RANGE OF REASONABLE ALTERNATIVES TO SOLVE THE PROBLEM?

-GATHER INFORMATION ON EACH OF THE GENERATED ALTERNATIVES?

-DETERMINE WHICH ALTERNATIVE IS THE BEST FOR SOLVING THE PROBLEM BASED ON THE AVAILABLE INFORMATION?

-TEST THE VALIDITY OF THE ALTERNATIVE IN RELATIONSHIP TO:
a) ANSWERING THE ORIGINAL QUESTION WHICH IDENTIFIED THE PROBLEM?
b) IMPLEMENTING THE ALTERNATIVE SUCCESSFULLY?

GUIDELINES FOR EVALUATION (CONT'D)

4) **SOCIAL SKILLS**

IS THE STUDENT DEVELOPING CONFIDENCE AND A FEELING OF SELF-WORTH?

-IS HE/SHE ABLE TO ADAPT TO NEW SITUATIONS?

-IS HE/SHE WILLING TO TAKE RISKS, TO TRY NEW THINGS?

-DOES HE/SHE SHOW AN INTEREST IN LEARNING?

-DOES HE/SHE SHOW SATISFACTION WITH LEARNING?

-DOES HE/SHE SHOW AWARENESS OF/AND ACCEPTANCE OF HIS OWN STRENGTHS AND WEAKNESSESS?

-HOW DOES HE/SHE RESPOND TO LIMITS AND RULES?

-HOW DOES HE/SHE RESPOND TO PRESSURES FROM PEERS?

DOES THE STUDENT WORK WELL INDEPENDENTLY?

-HOW WOULD YOU DESCRIBE HER/HIS WORKING STYLE?
E.G., THOROUGH, SUPERFICIAL, QUICK, SLOW, INDUSTRIOUS, RESPONSIBLE, DILIGENT,.....?

-HOW LONG DOES SHE/HE WORK AT A TASK?

-IS SHE/HE ABLE TO CHANGE EASILY FROM ONE TASK TO ANOTHER?

-ARE PLANS MADE, STARTED, LEFT UNFINISHED, CHANGED, COMPLETED?

-HOW ARE PLANS DESCRIBED?

DOES THE STUDENT WORK WELL WITH OTHERS?

-DOES SHE/HE PREFER TO BE ALONE? WITH AN ADULT? WITH A PEER? WITH A SMALL/LARGE GROUP?

-DOES SHE/HE PREFER TO WORK INDEPENDENTLY? WITH SMALL/LARGE GROUP?

-DOES SHE/HE SHOW LEADERSHIP ABILITY WITHIN A GROUP? DOES SHE/HE PREFER TO FOLLOW? DOES SHE/HE PREFER TO WATCH?

-DOES SHE/HE TAKE RESPONSIBILITY FOR GROUP ACTIVITIES?

-IS SHE/HE ABLE TO PLAN WITH A GROUP?

-HOW DOES A GROUP AFFECT HER/HIS PARTICIPATION?

-HOW DOES SHE/HE "DEAL WITH" GROUP PROBLEMS?

GUIDELINES FOR EVALUATION (CONT'D)

4) **SOCIAL SKILLS** (CONT'D)

DOES THE STUDENT RESPECT THE RIGHTS, FEELINGS AND PROPERTY OF OTHERS?

-DOES HE/SHE DEMONSTRATE AWARENESS OF THE RIGHTS AND PROPERTY OF OTHERS?

-HOW WELL DOES HE/SHE SHARE WITH OTHERS?
E.G., SHARES WITH DIFFICULTY, WITH ASSISTANCE, WILLINGLY,....?

-DOES HE/SHE ACCEPT INDIVIDUAL DIFFERENCES?

-IS HE/SHE DEVELOPING A SENSE OF FAIRNESS OR JUSTICE?

-IS HE/SHE BEGINNING TO DEVELOP A CONCERN FOR "SOCIAL REFORM"?
E.G., PROBLEMS OF DISABLED.

DOES THE STUDENT MAKE REASONABLE AND APPROPRIATE DECISIONS?

-IS SHE/HE ABLE TO MAKE CHOICES/DECISIONS WHICH ARE REASONABLE AND/OR MORAL (I.E. REFLECT RESPECT FOR SELF AND OTHERS)?

-HOW MUCH ASSISTANCE IS REQUIRED?

-CAN SHE/HE STATE REASONS FOR CHOICES OR DECISIONS?

-CAN SHE/HE EXPLAIN HER/HIS ATTEMPTS TO MAKE DECISIONS?

-HOW DOES SHE/HE DESCRIBE, EVALUATE, AND SHARE HER/HIS DECISION-MAKING "PROCEDURES" OR HER/HIS DECISIONS?

-DOES SHE/HE ASSUME RESPONSIBLILTY FOR HER/HIS DECISIONS?

-HOW DOES SHE/HE REACT TO CONFLICT?
E.G.,WITHDRAWS, HAS A TANTRUM, BECOMES AGGRESSIVE, REMAINS PASSIVE,....?

-DOES SHE/HE QUARREL WITH ACTIONS AND WORDS -TEASE, DESTROY, TATTLE,...?

-HOW DOES SHE/HE "DEAL WITH " PROBLEMS?
E.G., BECOMES FRUSTRATED, PERSEVERES, SEEKS HELP,....?

5) **AFFECT**

IS THE STUDENT DEVELOPING THE FOLLOWING:

-AN OPEN MIND TOWARDS THE DISCUSSION OF ALTERNATIVE COURSES OF ACTION

-A SENSE OF RESPONSIBILITY FOR HIS/HER ACTIONS BASED ON AN UNDERSTANDING OF THE CONSEQUENCES OF THESE ACTIONS

-A SENSE OF RESPONSIBILITY FOR HIS/HER ACTIONS BASED ON AN UNDERSTANDING OF THE "ETHICAL PRINCIPALS" INVOLVED IN THESE ACTIONS

-AN APPRECIATION FOR RATIONAL DECISION-MAKING

UNIT EVALUATION CHECKLIST

REMOVE THIS CHECKLIST FROM THE TEACHER'S GUIDE AND USE IT TO PREPARE A THERMOFAX DITTO. RUN OFF A CLASS SET.

USE ONE SHEET FOR THE CLASS AS A WHOLE AND ONE SHEET FOR EACH STUDENT. ARRANGE THESE IN ALPHABETICAL ORDER OR BY SEATING PLAN.

AS THE UNIT PROGRESSES A PROFILE SHOULD EMERGE OF STRENGTHS AND WEAKNESSES OF BOTH THE CLASS AND INDIVIDUAL MEMBERS. THIS SHOULD ASSIST IN PLANNING REINFORCEMENT ACTIVITIES OR IMPLEMENTING LATER LESSONS.

MARK ACCORDINGLY:

EFFORT - YES = POSITIVE EFFORT SHOWN
NO = NEGATIVE EFFORT SHOWN

ACHIEVEMENT - 1 = OUTSTANDING
2 = SATISFACTORY
3 = NEEDS IMPROVEMENT

UNIT EVALUATION CHECKLIST FOR:				
LESSON	**MAIN CONCEPT**	**OBJECTIVES**	**EFFORT**	**ACHIEVE-MENT**
1	EVERYONE OF US MAKES MANY DECISIONS DAILY	-UNDERSTANDS THE MAIN CONCEPT OF LESSON		
		-IS AWARE OF VARYING IMPORTANCE OF DECISIONS		
		-IS ABLE TO EVALUATE THE RELATIVE IMPORTANCE OF DECISIONS		
		- UNDERSTANDS/USES THE LANGUAGE FOR THIS LESSON		
2	THERE ARE ALTERNATIVES TO EVERY DECISION	-UNDERSTANDS THE MAIN CONCEPT OF LESSON		
		-IS ABLE TO GENERATE ALTERNATIVES		
		-IS DEVELOPING AN OPEN MIND TOWARDS THE DISCUSSION OF ALTERNATE COURSES OF ACTION		
		-UNDERSTANDS/USES THE LANGUAGE FOR THIS LESSON		

UNIT EVALUATION CHECKLIST FOR: (CONT'D)				
LESSON	**MAIN CONCEPT**	**OBJECTIVES**	**EFFORT**	**ACHIEVE-MENT**
3	DECISIONS ARE BASED ON PEOPLE'S VALUES	-UNDERSTANDS THE MAIN CONCEPT OF LESSON		
		-IS ABLE TO IDENTIFY VALUES WHICH MIGHT AFFECT DECISIONS		
		-UNDERSTANDS/USES THE LANGUAGE FOR THIS LESSON		
4	THE DECISIONS WE MAKE TODAY MAY INFLUENCE OUR LIVES SOMETIME IN THE FUTURE	-UNDERSTANDS THE MAIN CONCEPT OF THE LESSON		
		-IS ABLE TO PREDICT POSSIBLE CONSEQUENCES OF STATED DECISIONS		
		-IS DEVELOPING A SENSE OF RESPONSIBILITY FOR OWN ACTIONS BASED ON AWARENESS OF THE CONSEQUENCES		
		-UNDERSTANDS/USES THE LANGUAGE FOR THIS LESSON		
5	SOME DECISIONS THAT ARE MADE ARE NOT AS GOOD AS OTHERS	-UNDERSTANDS THE MAIN CONCEPT OF LESSON		
		-IS ABLE TO EVALUATE DECISIONS		
		-IS DEVELOPING A SENSE OF RESPONSIBILITY FOR OWN ACTIONS BASED UPON AN UNDERSTANDING OF THE "ETHICAL PRINCIPLES" INVOLVED IN THE ACTIONS		
		-UNDERSTANDS/USES THE LANGUAGE FOR THIS LESSON		
6	THERE ARE MANY WAYS OF MAKING DECISIONS	-UNDERSTANDS THE MAIN CONCEPT OF LESSON		
		-IS ABLE TO LABEL DIFFERENT METHODS OF MAKING DECISIONS		
		-UNDERSTANDS/USES THE LANGUAGE FOR THIS LESSON		
7	SOME WAYS OF MAKING DECISIONS ARE NOT AS GOOD AS OTHERS	-UNDERSTANDS THE MAIN CONCEPT OF LESSON		
		-IS ABLE TO USE SEVERAL DECISION-MAKING PROCESSES TO MAKE DECISIONS		
		-IS DEVELOPING AN APPRECIATION FOR RATIONAL DECISION-MAKING		
		-UNDERSTANDS/USES THE LANGUAGE FOR THIS LESSON		
8	GOOD DECISIONS ARE MADE BY FOLLOWING PROPER DECISION-MAKING PROCEDURES	-UNDERSTANDS THE MAIN CONCEPT OF LESSON		
		-IS ABLE TO USE A COMPREHENSIVE SYSTEMATIC DECISION-MAKING PROCEDURE		
		-ACCEPTS RESPONSIBILITY FOR OWN DECISIONS		
		-UNDERSTANDS/USES THE LANGUAGE FOR THIS LESSON		

POINTS TO CONSIDER

BRAINSTORMING

BRAINSTORMING IS USED FREQUENTLY THROUGHOUT THIS UNIT. CONSEQUENTLY, STUDENTS SHOULD LEARN BRAINSTORMING TECHNIQUES BEFORE STARTING THE UNIT. RULES OF BRAINSTORMING, PAGE 12, MIGHT BE DUPLICATED FOR EACH STUDENT. AS WELL, THE FOLLOWING PRELIMINARY ACTIVITIES MIGHT ENHANCE STUDENT USAGE OF BRAINSTORMING TECHNIQUES BOTH IN CLASS AND SMALL GROUP ACTIVITIES.

1) SET THE STAGE

HAVE EACH STUDENT INDIVIDUALLY LIST AS MANY GIRLS' NAMES AS POSSIBLE. THEN COUNT THE TOTAL NUMBER LISTED BY EACH STUDENT. THIS IS INTENDED TO DEMONSTRATE THE EFFECTIVENESS OF BRAINSTORMING IN GENERATING A LARGE NUMBER OF RESPONSES.

2) BRAINSTORM

TEACH THE RULES OF BRAINSTORMING TO THE WHOLE CLASS. CONDUCT A FIVE MINUTE BRAINSTORMING SESSION TO LIST AS MANY BOYS' NAMES AS POSSIBLE. IT MAY BE USEFUL TO USE MORE THAN ONE RECORDER. COUNT THE NUMBER OF NAMES. COMPARE WITH THE LIST OF GIRLS' NAMES GENERATED BY INDIVIDUALS.

3) PRACTICE

GIVE STUDENTS THE FOLLOWING SMALL GROUP BRAINSTORMING EXERCISE. HAVE THEM LIST AS MANY MUSICAL GROUPS AND PERFORMERS AS POSSIBLE WITHIN A SPECIFIED TIME PERIOD. EMPHASIZE THE NON-EVALUATIVE NATURE OF THE ACTIVITY.

4) EVALUATE IDEAS

GIVE THE STUDENTS PRACTICE USING THE RESULTS OF THE ABOVE BRAINSTORMING SESSION TO:
a) CHOOSE THE THREE BEST GROUPS OR/OF MUSICIANS.
b) CHOOSE THREE WHICH YOUR MOTHER (FATHER) WOULD LIKE.
c) CLASSIFY THE LIST UNDER HEADINGS: CANADIAN, AMERICAN, BRITISH AND OTHERS.
d) RANK ORDER THE CANADIAN GROUPS/PERFORMERS FROM BEST TO WORST.

RULES OF BRAINSTORMING

1) THERE SHOULD BE NO EVALUATION OF IDEAS UNTIL AFTER THE BRAINSTORMING SESSION.

2. QUANTITY IS MORE IMPORTANT THAN QUALITY. LIST AS MANY IDEAS AS POSSIBLE IN A GIVEN LENGTH OF TIME.

3. EXPAND ON THE IDEAS OF OTHERS. IF SOMEONE ELSE'S IDEA PROMPTS ANOTHER IN YOUR MIND, SHARE IT.

4. ZANY IDEAS ARE WELCOME. THEY ENCOURAGE CREATIVITY.

5. RECORD ALL IDEAS.

ARRANGING FOR SPEAKERS

WHEN ARRANGING FOR SPEAKERS, KEEP THE FOLLOWING IN MIND:

-ARRANGEMENTS SHOULD BE MADE AT LEAST THREE WEEKS IN ADVANCE AND CONFIRMED WITH THE RESOURCE PERSON A FEW DAYS BEFORE THE DATE, EVEN THAT DAY.

-THE TEACHER SHOULD CAREFULLY THINK THROUGH THE CONTRIBUTION THE SPEAKER IS TO MAKE. WILL THIS BE AN INTRODUCTION TO A TOPIC, OR A REVIEW?

-THE RESOURCE PERSON SHOULD BE AWARE OF THE TEACHER'S SPECIFIC EXPECTATIONS. LET THE RESOURCE PERSON SEE THE TEACHER'S GUIDE AND STUDENT NOTEBOOK IF HE/SHE DESIRES, ESPECIALLY FOR THE LESSON BEING DISCUSSED.

-THE SPEAKER SHOULD ALSO KNOW THE TIME AVAILABLE; THE NUMBER, AGE AND LEVEL OF THE STUDENTS; AND WHAT THE CLASS WILL HAVE COVERED BY THE DATE OF THE ENGAGEMENT.

-THE SUCCESS OF A PRESENTATION CAN BE IMPROVED IF THE SPEAKER IS GIVEN SUGGESTIONS FOR THE TYPE OF PRESENTATION, OR GIVEN MATERIAL PREPARED BY THE TEACHER.

-THE SPEAKER SHOULD BE AWARE OF THE ACADEMIC LEVEL OF STUDENTS, AND THE LANGUAGE THEY HAVE LEARNED SO THAT SHE/HE DOES NOT PRESENT TOO MUCH INFORMATION USING LANGUAGE WHICH IS BEYOND THE STUDENTS. THE TEACHER COULD GO SO FAR AS TO HAVE THE SPEAKER MAKE A BRIEF DRY RUN PRESENTATION TO HIM/HER. IF THE TEACHER FEELS THE PRESENTATION-TO-BE IS TOO DIFFICULT SHE/HE CAN SUGGEST MORE APPROPRIATE LANGUAGE, PACING, ETC. AND THUS AVOID A "BORING" PRESENTATION.

-THE CLASS SHOULD BE GIVEN SOME BASIC INFORMATION ABOUT THE SPEAKER IN ADVANCE.

-THE TEACHER SHOULD GUIDE THE STUDENTS IN PREPARATION OF QUESTIONS BEFORE THE ARRIVAL OF THE SPEAKER. SOME OF THESE QUESTIONS COULD BE SENT TO THE RESOURCE PERSON IN ADVANCE.

-A FEW QUESTIONS COULD BE "PLANTED" WITH A STUDENT TO PREVENT THE QUESTION PERIOD FROM LAGGING.

-ANY A.V. EQUIPMENT OR HAND-OUTS THE SPEAKER MIGHT REQUIRE SHOULD BE READY.

-A FOLLOW-UP TELEPHONE CALL TO THE SPEAKER FROM THE TEACHER GIVES THE SPEAKER AN OPPORTUNITY TO DISCUSS THE EVENT'S SUCCESS AND TO GIVE SUGGESTIONS FOR FUTURE VISITS. THE TEACHER, OF COURSE, GAINS THE OPPORTUNITY TO CONSOLIDATE A GOOD WORKING RELATIONSHIP BY GIVING THE SPEAKER SPECIFIC POSITIVE FEEDBACK AND A GENERAL POLITE THANK YOU. TO SPEAKERS, STUDENT "THANK YOUS" ARE ALWAYS WELCOME, OFTEN AMUSING, AND SOMETIMES AN OBJECT OF GREAT PRIDE.

KEEP IN MIND THAT EVERY SPEAKER IN THE CLASS MAY BRING YOU IDEAS, NEW STRATEGIES AND MORE CONTACTS WITH OTHER INTERESTED RESOURCE PERSONS. KEEP A CONTACT FILE: YOU ARE BUILDING YOUR OWN NETWORK.

CREATING A CLASSROOM ATMOSPHERE CONDUCIVE TO TEACHING THIS UNIT

IN ORDER FOR THIS UNIT TO BE EFFECTIVE IN THE CLASSROOM, IT IS ESSENTIAL THAT LEARNERS HAVE A WILLINGNESS TO SHARE FEELINGS, IDEAS AND BELIEFS WITH BOTH CLASSMATES AND TEACHER.

THE CLASSROOM MUST THUS BECOME:

-A CENTRE OF HONEST INQUIRY INTO REAL PROBLEMS.

-A PLACE WHERE LEARNERS FEEL SAFE IN EXPRESSING THEIR VALUES.

TO BUILD A "SAFE" ATMOSPHERE, THE TEACHER MUST:

-OFFER WARM SUPPORT TO ALL STUDENTS.

-EXHIBIT A GENUINE CONCERN FOR ALL STUDENTS.

AND

-ATTEMPT TO UNDERSTAND LEARNERS' POSITIONS ON DECISION-MAKING ISSUES AND INCORPOATE THEM INTO DECISIONS THAT ARE MADE THEREBY ALLOWING TEACHER-LEARNER TRUST TO DEVELOP.

ALSO, THE LEARNER MUST BECOME AWARE:

-THAT THE TEACHER'S OPINION CONCERNING A VALUE JUDGEMENT IS VALID ONLY AS AN INDIVIDUAL'S OPINION.

-THAT IN ANY DISCUSSION, EACH INDIVIDUAL HAS THE RIGHT TO "PASS" - TO REFUSE TO SPEAK IF HE/SHE FEELS THAT THE EXPRESSION OF A THOUGHT WOULD BE TOO PAINFUL.

-THAT NEGATIVE STATEMENTS (PUT DOWNS) ARE *NOT ALLOWED* IN THE CLASSROOM.

-THAT ONE INDIVIDUAL MAY NOT ALWAYS AGREE WITH ANOTHER ON A SPECIFIC ISSUE BUT THAT THIS CONFLICT SHOULD NOT BE TAKEN PERSONALLY.

-THAT THERE ARE FEW ABSOLUTELY RIGHT OR WRONG ANSWERS, BUT THAT SOME ANSWERS MIGHT BE BETTER THAN OTHERS.

TIMELINE FOR IMPLEMENTATION

IT IS ESTIMATED THAT COMPLETION OF THIS UNIT WILL REQUIRE APPROXIMATELY 7 HOURS OF INSTRUCTION. PREFERABLY, THIS INSTRUCTION WILL OCCUR ON A DAILY BASIS.

UNIT TIMETABLE

LESSON #	TOTAL APPROXIMATE TIME REQUIRED*
1	70 MINUTES
2	70 MINUTES
3	45 MINUTES
4	45 MINUTES
5	50 MINUTES
6	25 MINUTES
7	50 MINUTES
8	65 MINUTES

* THIS TIME DOES NOT INCLUDE THE APPLICATION ACTIVITIES OR THE EVALUATION ACTIVITIES.

NOTE: A LESSON DOES NOT IMPLY A CONTINUOUS TIME BLOCK. TIME REQUIRED FOR THIS UNIT WILL BE DETERMINED INPART BY THE WAY IN WHICH IT IS USED IN THE CLASSROOM.

LIST OF RESOURCES FOR THIS UNIT - BOOKS, VIDEOS, FILMSTRIPS, ETC.

LESSON 4

CONSEQUENCE CARDS

LESSON 5

STORY- "THE PHANTOM " BY HICHARD IHLE, LOCATED IN SCOPE KIT - WHO AM I, SCHOLASTIC

LESSON 1 EVERYONE OF US MAKES MANY DECISIONS DAILY

OBJECTIVES

STUDENTS WILL:

- -UNDERSTAND THE TERM "DECISIONS"
- -UNDERSTAND THAT ALL INDIVIDUALS MAKE MANY DECISIONS DAILY
- -UNDERSTAND THAT ALL DECISIONS ARE NOT OF EQUAL IMPORTANCE
- -BE ABLE TO LIST EXAMPLES OF DECISIONS AND DETERMINE THEIR RELATIVE IMPORTANCE
- -UNDERSTAND AND USE THE LANGUAGE RELATED TO THIS LESSON.

ENGLISH VOCABULARY

DECISION(S) DAILY REALIZED
RELATIVE IMPORTANCE

ENGLISH SENTENCE PATTERNS

WHAT WAS THE DECISION?

THE DECISION WAS _____.

WHAT WAS THE DECISION HE/SHE MADE?

THE DECISION HE/SHE MADE WAS _____.

IF YOU WERE _____, WHAT WOULD YOU DO?

IF I WERE _____, I WOULD _____.

WHAT IS THE MOST IMPORTANT DECISION _____ MADE _____?

THE MOST IMPORTANT DECISION _____MADE WAS _____.

WHY DO YOU THINK THIS WAS THE MOST IMPORTANT DECISION?

IT WAS THE MOST IMPORTANT DECISION BECAUSE _____.

RESOURCES

1) STUDENT NOTEBOOK - LESSON # 1

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE

1.

a) AS A CLASS, READ THE SITUATION IN QUESTION 1 IN THE STUDENT NOTEBOOK AND DISCUSS ANSWERS. STRESS THE FACT THAT DECISIONS MAY HAVE BEEN MADE WHICH ARE NOT EXPLICITLY STATED; (FOR EXAMPLE, LEONARD DECIDED TO RIDE HIS SKIDOO TO THE BAY.) DIFFERENTIATE BETWEEN DECISIONS MADE BY LEONARD AND THOSE MADE BY OTHERS. USE THE SENTENCE PATTERN "WHAT WAS THE DECISION? "THE DECISION WAS _____".

b) THE TEACHER MODELS THE SENTENCE PATTERN DELIBERATLY PUTTING IN ERRORS. STUDENTS LISTEN FOR THE TEACHER'S ERRORS AND CORRECT THEM ORALLY.

E.G.,

TEACHER - WHAT WAS THE DECISION LEONARD MADE?

TEACHER - THE DECISION LEONARD MADE WAS TO GO TO BED. (ERROR)

STUDENT - THE DECISION LEONARD MADE WAS TO GO TO THE RCMP.

RECORD CORRECT SENTENCE PATTERNS ON THE BLACKBOARD.

c) HAVE THE STUDENTS INDIVIDUALLY COMPLETE QUESTION 1a) IN THE STUDENT NOTEBOOK, USING THE SENTENCE PATTERNS ON THE BLACKBOARD TO ASSIST THEM.

d) DISCUSS WITH STUDENTS WHAT THEY WOULD HAVE DONE IF THEY WERE LEONARD USING THE SENTENCE PATTERN, "IF YOU WERE _____, WHAT WOULD YOU DO? IF I WERE _____, I WOULD _____."

e) HAVE STUDENTS COMPLETE 1 b) IN THE STUDENT NOTEBOOK.

2.

a) READ THE SITUATION IN QUESTION 2 IN THE STUDENT NOTEBOOK. DISCUSSION ABOUT THE DECISIONS WHICH HAVE ALREADY BEEN MADE IN THE SITUATION MIGHT PRECEDE STUDENTS MAKING A DECISION AS TO WHAT THEY WOULD DO NOW. DISCUSS USING THE SENTENCE PATTERN, "IF YOU WERE _____, WHAT WOULD YOU DO? IF I WERE _____, I WOULD _____."
HAVE THE STUDENTS BRAINSTORM AND RECORD THE IDEAS ON THE BLACKBOARD. OTHER STUDENTS LISTEN AND CORRECT ORALLY.

b) THE TEACHER REREADS THE SITUATION BUT OMITS WORDS. THE STUDENTS LISTEN AND THEN ORALLY SUPPLY THE MISSING WORDS.

c) HAVE THE STUDENTS COMPLETE QUESTION 2 IN THE STUDENT NOTEBOOK.

3.

a) PUT THE TWO SITUATIONS FROM QUESTION 3 IN THE STUDENT NOTEBOOK ON CARDS AND THEN HAVE SMALL GROUPS OF STUDENTS CHOOSE ONE OF THE SITUATIONS AND ROLE-PLAY IT.

b) USING THE SITUATIONS ROLE-PLAYED ABOVE, DISCUSS WHAT THE DECISIONS WERE AND WHO MADE THEM. HAVE EACH GROUP STATE A QUESTION USING THE SENTENCE PATTERN. THE APPROPRIATE GROUP SHOULD ANSWER.

E.G.,FIRST GROUP - WHAT WAS THE DECISION THE BOYS MADE?

SECOND GROUP - THE DECISION THE BOYS MADE WAS NOT TO ALLOW ROSE MARIE TO PLAY.

SECOND GROUP - WHAT WAS THE DECISION PAUL MADE?

THIRD GROUP - THE DECISION PAUL MADE WAS TO NOT HELP HIS MOTHER DO THE HOUSEHOLD CHORES.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE (CONT'D)

3. (CONT'D)

b) (CONT'D)

OTHER STUDENTS LISTEN FOR INCORRECT ANSWERS AND SUPPLY THE CORRECT ONES IF NECESSARY. CONTINUE UNTIL ALL STUDENTS HAVE HAD A TURN.

c) HAVE THE STUDENTS COMPLETE QUESTION 3 IN THEIR GROUPS.

4.

a) AS A CLASS, COMPLETE ONE SECTION OF QUESTION 4 a) IN THE STUDENT NOTEBOOK, USING AN OVERHEAD TRANSPARENCY. MUCH DISCUSSION WILL BE REQUIRED IN ORDER TO EXTEND STUDENTS' UNDERSTANDING AS TO WHAT CONSTITUTES A DECISION AND TO ENABLE THEM TO DIFFERENTIATE BETWEEN DECISIONS THEY HAVE MADE THEMSELVES AND THOSE THAT HAVE BEEN MADE FOR THEM. IT MIGHT ALSO BE HELPFUL TO DETERMINE DURING WHICH TIME PERIODS MANY DECISIONS WOULD BE MADE AND DURING WHICH TIME PERIODS FEW WOULD BE MADE. THEN HAVE THE STUDENTS CONTINUE ANSWERING THE REST OF QUESTION 4 INDIVIDUALLY.

b) IF STUDENTS EXPERIENCE DIFFICULTIES ANSWERING QUESTION 4 d) IT MIGHT BE HELPFUL TO HAVE THEM STAR THE MOST IMPORTANT DECISION WHICH WAS MADE DURING EACH TIME PERIOD IN QUESTION 4 a). IT IS ALSO IMPORTANT TO UNDERSTAND THAT ADULT PERCEPTIONS REGARDING WHAT IS IMPORTANT OFTEN DIFFER FROM THOSE OF STUDENTS.

5.

a) QUESTION 5 IN THE STUDENT NOTEBOOK IS BASICALLY EXPLORATORY; IT COULD PROBABLY BE DEALT WITH ORALLY. SEVERAL PROBING QUESTIONS MIGHT BE USED TO ASSIST STUDENTS IN ASSESSING THE IMPORTANCE OF A DECISION; FOR EXAMPLE:

-WHO DID THE DECISION AFFECT?
-HOW MANY PEOPLE WERE INVOLVED?
-HOW SEVERE WERE THE CONSEQUENCES?
-HOW IMPORTANT ARE THE VALUES UNDERLYING THE DECISION?
-WHY IS THIS DECISION MORE IMPORTANT THAN ANOTHER ONE?

b) CONDUCT AN ACTIVITY WHERE THE TEACHER ASKS A SERIES OF QUESTIONS AND THEN ANSWERS THEM (USING THE SENTENCE PATTERNS), FILLING IN THE ENDINGS WITH SILLY AS WELL AS APPROPRIATE ENDINGS. STUDENTS TAKE TURNS SAYING IF THE ANSWERS ARE CORRECT AND SUPPLY THE CORRECT ANSWER FOR ANY WHICH ARE SILLY OR INCORRECT.

E.G., TEACHER - WHAT IS THE MOST IMPORTANT DECISION YOU MADE YESTERDAY?

TEACHER - THE MOST IMPORTANT DECISION I MADE WAS TO BUY SOME GUM.

STUDENT - THE MOST IMPORTANT DECISION I MADE WAS TO GO TO WORK EXPERIENCE.

CONTINUE UNTIL ALL QUESTIONS AND ANSWERS HAVE BEEN GIVEN AND THEN REPEAT THIS ACTIVITY WITH THE NEXT SENTENCE PATTERN -

TEACHER - "WHY DO YOU THINK THIS WAS THE MOST IMPORTANT DECISION?"

STUDENT - "IT WAS THE MOST IMPORTANT DECISION BECAUSE _____."

c) HAVE THE STUDENTS COMPLETE QUESTION 5 IN THE STUDENT NOTEBOOK INDIVIDUALLY.

APPLICATION

STUDENTS COULD:

1. KEEP TRACK OF ALL THE DECISIONS THEY MAKE DURING A SPECIFIED TIME PERIOD.
2. MAKE STATEMENTS ABOUT DECISIONS IN NEWS ARTICLES BEING DISCUSSED DURING CURRENT EVENTS.
3. EXAMINE PICTURES OR CARTOON STRIPS (FOR EXAMPLE; "FAMILY CIRCUS", "FOR BETTER OR WORSE") TO DETERMINE DECISIONS WHICH HAVE BEEN MADE.
4. DEVELOP A LIST OF DECISIONS AND THEN DETERMINE IF EACH DECISION IS ONE THEY WOULD MAKE FOR THEMSELVES OR ONE THAT SOMEONE ELSE WOULD MAKE FOR THEM.

EVALUATION

1. EXAMINE QUESTIONS 3 AND ONE TIME PERIOD IN QUESTION 4 a) OF THE STUDENT NOTEBOOK TO DETERMINE THE NUMBER OF DECISIONS STUDENTS HAVE BEEN ABLE TO DELINEATE.
2. EXAMINE RESPONSES TO QUESTION 4 d) OF THE STUDENT NOTEBOOK TO ASSESS IF STUDENTS UNDERSTAND THAT ALL DECISIONS ARE NOT OF EQUAL IMPORTANCE.
3. UTILIZE UNIT EVALUATION CHECKLIST, PAGE 9.

LESSON 2 THERE ARE ALTERNATIVES TO EVERY DECISION

OBJECTIVES

STUDENTS WILL:

- -UNDERSTAND THAT THERE ARE ALTERNATIVES TO EVERY DECISION
- -BE ABLE TO GENERATE ALTERNATIVES FOR GIVEN DECISIONS
- -BEGIN TO DEVELOP AN OPEN MIND TOWARDS THE DISCUSSION OF ALTERNATIVE COURSES OF ACTION
- -UNDERSTAND AND USE THE LANGUAGE RELATED TO THIS LESSON

ENGLISH VOCABULARY

ALTERNATIVE(S)	COURSE(S) OF ACTION	RESULT
DISOBEYED	POSSIBLE	CHOICE
BRAINSTORMING		

ENGLISH SENTENCE PATTERNS

WHAT DECISION WAS MADE?

THE DECISION MADE WAS TO _____.

WHO MADE THE DECISION?

_____MADE THE DECISION.

WHAT WAS THE DECISION ABOUT?

THE DECISION WAS ABOUT _____.

WHAT OTHER DECISION COULD HAVE BEEN MADE?

ANOTHER DECISION THAT COULD HAVE BEEN MADE WOULD HAVE BEEN TO _____.

RESOURCES

1) STUDENT NOTEBOOK - LESSON #2

2) RULES OF BRAINSTORMING - PAGE 12 IN THE TEACHER'S GUIDE

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE

1.

a) INTRODUCE THE RULES OF BRAINSTORMING, PAGE 12.

b) HAVE THE STUDENTS IN SMALL GROUPS PRACTISE THEIR BRAINSTORMING SKILLS BY GENERATING WITHIN A TEN MINUTE TIME LIMIT: 1) AS MANY USES FOR A PAPER CLIP AS THEY CAN THINK OF, 2) AS MANY COURSES OF ACTION FOR THE FOLLOWING SITUATION: "A GROUP OF STUDENTS IS AT THE CO-OP. ONE STUDENT IS SHOPLIFTING BUT YOU ARE NOT. SUDDENLY, THE SHOPLIFTER PUTS SOMETHING INTO YOUR POCKET."

c) HAVE EACH GROUP REPORT BACK TO THE REST OF THE CLASS.

2.

a) AS A CLASS, READ THE SITUATION PRESENTED IN QUESTION 1 IN THE STUDENT NOTEBOOK.

b) CHOOSE ONE DECISION MADE AND COMPLETE THE APPROPRIATE SECTIONS OF THE CHART FOR THAT DECISION. RECORD THE RESULTS ON AN OVERHEAD TRANSPARENCY. THE TEACHER MODELS THE PAIRS OF QUESTIONS AND ANSWERS AND THE STUDENTS REPEAT THEM IF THEY ARE CORRECT. IF CORRECT THE TEACHER RECORDS THEM ON THE OVERHEAD TRANSPARENCY.

E.G., TEACHER - WHAT DECISION WAS MADE?
TEACHER - THE DECISION MADE WAS TO TELL ANNIE TO GET THE GAME.
STUDENTS - THE DECISION MADE WAS TO TELL ANNIE TO GET THE GAME. (RECORD)

TEACHER - WHO MADE THE DECISION?
TEACHER - WILLIAM MADE THE DECISION.
STUDENTS - WILLIAM MADE THE DECISION. (RECORD)

CONTINUE WITH DIFFERENT ENDINGS TO THESE SENTENCE PATTERNS AND THEN START AGAIN WITH THE FOLLOWING SENTENCE PATTERN AS WELL.

TEACHER - WHAT OTHER DECISION COULD HAVE BEEN MADE?
TEACHER - ANOTHER DECISION THAT COULD HAVE BEEN MADE WOULD HAVE BEEN TO _____.

c) STUDENTS SHOULD THEN BE ABLE TO COMPLETE THE REST OF THE CHART FOR QUESTION 1 AND ALSO QUESTION 2 IN THE STUDENT NOTEBOOK INDIVIDUALLY OR IN SMALL GROUPS .

3.

a) READ THE SITUATION IN QUESTION 3 IN THE STUDENT NOTEBOOK. HAVE THE STUDENTS BRAINSTORM ORALLY ALL THE DECISIONS MADE. USE THE SENTENCE PATTERNS DEVELOPED IN CD/LE/LP # 2b) . HAVE A STUDENT INSTEAD OF THE TEACHER ASKING THE PAIRS OF QUESTIONS AND ANSWERS WHILE OTHER STUDENTS LISTEN AND REPEAT CORRECT ANSWERS AND ORALLY CORRECT ANY ERRORS.

b) MAKE AN OVERHEAD TRANSPARENCY OF QUESTION 3 IN THE STUDENT NOTEBOOK USING ONE OF THE DECISIONS BRAINSTORMED IN CD/LE/LP 3 a). COMPLETE THE CHART ON THE TRANSPARENCY. THE TEACHER WILL HAVE TO INTRODUCE THE SENTENCE PATTERN, "WHAT WAS THE DECISION ABOUT?" THE DECISION WAS ABOUT _____."
EG. THE DECISION WAS ABOUT WHETHER OR NOT TO STEAL.

c) THEN DIVIDE THE CLASS INTO SMALL GROUPS AND HAVE EACH GROUP CHOOSE ANOTHER DECISION AND COMPLETE QUESTION 3 IN THEIR NOTEBOOKS.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE
(CONT'D)

4.

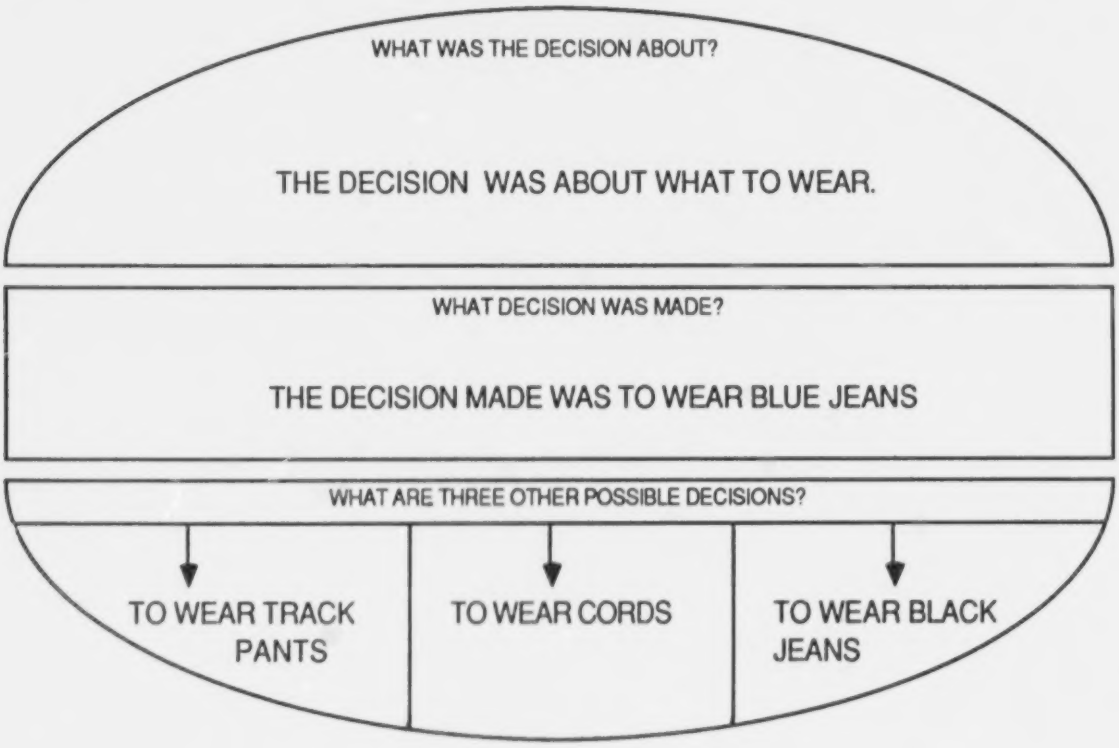
a) AS A CLASS, COMPILE ON CHART PAPER OR THE BLACKBOARD, A LIST OF TOPICS ABOUT WHICH DECISIONS ARE OFTEN MADE (FOR EXAMPLE; WHAT TO WEAR, WHAT TO EAT, WHAT TO WATCH ON TELEVISION, WHO TO BE FRIENDS WITH, ...).

b) COPY ON A LARGE CHART PAPER THE DIAGRAM FROM QUESTION 4 IN THE STUDENT NOTEBOOK. COMPLETE IT, USING ONE OF THE TOPICS LISTED IN CD/LE/LP #4a). RECORD FOR PERMANENT DISPLAY. REVIEW THE SENTENCE PATTERNS WHILE FILLING IN THE DIAGRAM AND ALSO INTRODUCE THE NEW SENTENCE PATTERN;

WHAT WAS THE DECISION ABOUT?

THE DECISION WAS ABOUT _____.

c) THEN, HAVE STUDENTS, WITH TEACHER GUIDANCE, INDIVIDUALLY CHOOSE TWO OTHER TOPICS AND WRITE THESE IN THE TOP SPACES OF THE OTHER TWO SECTIONS OF QUESTION 4 IN THEIR NOTEBOOK. THEY SHOULD THEN BE ABLE TO COMPLETE THE REMAINDER OF THE QUESTION INDIVIDUALLY. SOME ASSISTANCE MAY, HOWEVER, BE REQUIRED BY STUDENTS DIFFERENTIATING BETWEEN "WHAT A DECISION WAS ABOUT" AND "WHAT DECISION WAS MADE". THE FOLLOWING EXAMPLE SHOULD CLARIFY THIS DIFFERENTIATION.


WHAT WAS THE DECISION ABOUT?
THE DECISION WAS ABOUT WHAT TO WEAR.
WHAT DECISION WAS MADE?
THE DECISION MADE WAS TO WEAR BLUE JEANS
WHAT ARE THREE OTHER POSSIBLE DECISIONS?
TO WEAR TRACK PANTS
TO WEAR CORDS
TO WEAR BLACK JEANS

APPLICATION

1. DIVIDE THE CLASS INTO SMALL GROUPS AND HAVE THEM COMPLETE QUESITON 5 IN THE STUDENT NOTEBOOK. HAVE EACH GROUP RECORD THEIR RESULTS.

2. HAVE STUDENTS COMPLETE QUESTION 6 IN THE STUDENT NOTEBOOK. IN RESPONDING TO QUESTION 6, IT IS IMPORTANT THAT STUDENTS DESCRIBE A TIME WHERE A DECISION WAS ACTUALLY MADE AND THAT IT WAS IN REALITY MADE BY THEM AND NOT BY SOMEONE ELSE.

3. IF STUDENTS HAVE KEPT TRACK OF ALL THE DECISIONS THEY MADE DURING A SPECIFIED TIME PERIOD, HAVE THEM LIST "OTHER POSSIBLE DECISIONS" FOR EACH OF THESE.

4. STUDENTS COULD WRITE DOWN PROBLEMS AND THEN TRADE THEM WITH CLASSMATES WHO WOULD BE ASKED TO GENERATE ALTERNATIVE SOLUTIONS.

EVALUATION

1. EXAMINE QUESTION 4 IN THE STUDENT NOTEBOOK TO DETERMINE IF STUDENTS HAVE BEEN ABLE TO GENERATE ALTERNATIVES TO A GIVEN DECISION.

2. PRESENT STUDENTS WITH SITUATIONS REQUIRING DECISIONS AHD HAVE THEM GENERATE POSSIBLE COURSES OF ACTION.

   FOR EXAMPLE:

   1. YOU ARE AT A PARTY WHERE SOME OF YOUR FRIENDS ARE SMOKING UP. YOUR BEST FRIEND, ANNIE, OFFERS YOU A DRAG AND SAYS "IT WON'T HURT YOU, EVERYBODY DOES IT."

   *DO YOU HAVE A CHOICE? _____

   *WHAT ALTERNATIVE DO YOU HAVE?_____

   2. YOU DON'T GET ALONG VERY WELL WITH ONE OF THE REGULAR EMPLOYEES AT YOUR NEW WORK STATION. YOU ARE VERY UNHAPPY AND DECIDE NOT TO GO BACK. YOU TELL YOUR FRIEND THAT IT'S THE TEACHER'S FAULT FOR SENDING YOU TO THAT WORK STATION, AND THAT YOU DO NOT HAVE A CHOICE.

   *DO YOU AGREE? _____

   *WHAT ARE SOME ALTERNATIVES TO THIS DECISION? _____
   _____
   _____

3. UTILIZE UNIT EVALUATION CHECKLIST, PAGE 9.

LESSON 3 DECISIONS ARE BASED ON PEOPLE'S VALUES

OBJECTIVES

STUDENTS WILL:

- -UNDERSTAND THAT DECISIONS WHICH PEOPLE MAKE ARE BASED ON THEIR VALUES
- -BE ABLE TO DELINEATE VALUES WHICH MAY BE RESPONSIBLE FOR STATED DECISIONS
- -UNDERSTAND AND USE THE LANGUAGE RELATED TO THIS LESSON

ENGLISH VOCABULARY

VALUES INFLUENCE RESPONSIBLE

ENGLISH SENTENCE PATTERNS

WHAT DO YOU WANT YOUR FRIENDS TO BE LIKE?

I WOULD LIKE MY FRIENDS TO _____.

WHY DID YOU MAKE THIS DECISION?

I MADE THIS DECISION BECAUSE _____.

RESOURCES

1) STUDENT NOTEBOOK - LESSON #3

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE

1.

a) PRIOR TO INTRODUCING THE LESSON, HAVE THE CLASS GENERATE A LIST OF VALUES OR "THINGS" THAT MIGHT BE IMPORTANT TO INDIVIDUALS (FOR EXAMPLE, HAVING FUN, MONEY, BEING A MEMBER OF A GROUP, GOOD MARKS, HONESTY, BEING HEALTHY, ...). IT MAY BE NECESSARY FOR THE TEACHER TO GENERATE THE FIRST ITEMS OF THE LIST ALONG WITH AN EXPLANATION FOR EACH.

b) A GENERAL DISCUSSION OF THESE FOLLOWING EXAMPLES MIGHT HELP STUDENTS.

IF **HONESTY** IS IMPORTANT TO YOU .... -WOULD YOU LIE TO YOUR FRIEND?
-WOULD YOU TELL THE TEACHER WHY YOU DIDN'T HAVE YOUR HOMEWORK DONE IF SHE ASKED?

IF **MONEY** IS IMPORTANT TO YOU ..... -WOULD YOU DO SOME REPAIRS FOR A NEIGHBOUR IF HE WAS GOING TO PAY YOU?
-WOULD YOU THROW A DOLLAR BILL AWAY?

IF **GOOD MARKS** ARE IMPORTANT TO YOU .... -WOULD YOU STUDY FOR A TEST?
-WOULD YOU SIT AND DAYDREAM ALL THE TIME IN CLASS?

IF **FRIENDS** ARE IMPORTANT TO YOU ..... -WOULD YOU BE RUDE TO ALL THE OTHER STUDENTS IN YOUR CLASS?
-WOULD YOU INVITE OTHER STUDENTS OVER TO YOUR HOUSE IF YOU WERE HAVING A PARTY?

IF **HEALTH** IS IMPORTANT TO YOU ..... -WOULD YOU EAT A LOT OF "JUNK" FOOD?
-WOULD YOU TRY TO HAVE A NUTRITIOUS BREAKFAST ON MOST DAYS?

c) STUDENT ANSWERS TO THE QUESTION "WHAT WOULD YOU WANT YOUR FRIENDS TO BE LIKE?", SHOULD REFLECT VALUES IDENTIFIED IN CD/LE/LP 1 a) and b).

E.G., TEACHER ASKS THE QUESTION AND ANSWER (USING THE SENTENCE PATTERN). FIRST STUDENT MUST REPEAT TEACHER'S ANSWER AND ADD ANOTHER ITEM THEN ASK THE QUESTION TO THE NEXT STUDENT AND CONTINUE.

TEACHER - WHAT DO YOU WANT YOUR FRIENDS TO BE LIKE?
TEACHER - I WOULD LIKE MY FRIENDS TO SHARE.

FIRST STUDENT - I WOULD LIKE MY FRIENDS TO SHARE AND GIVE.
FIRST STUDENT - WHAT DO YOU WANT YOUR FRIENDS TO BE LIKE?

SECOND STUDENT - I WOULD LIKE MY FRIENDS TO SHARE AND GIVE AND BE HELPFUL.

CONTINUE WITH THIS SENTENCE PATTERN UNTIL ALL STUDENTS HAVE HAD A CHANCE TO ADD AN ENDING.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE
(CONT'D)

2.

a) QUESTION 1 IN THE STUDENT NOTEBOOK WOULD BE MOST EFFECTIVE IF COMPLETED ORALLY, SINCE PRESENTATION OF REASONS AND DISCUSSION IS IMPERATIVE FOR STUDENTS TO OBTAIN A CLEAR UNDERSTANDING OF HOW VARIOUS FACTORS INFLUENCED RICHARD'S DECISION. IF ASSISTANCE IS REQUIRED, STUDENTS COULD BE REFERRED TO THE "LIST OF VALUES" GENERATED BY THE CLASS AT THE BEGINNING OF THE LESSON. USE THE FOLLOWING SENTENCE PATTERN IN AN ORAL DISCUSSION. THE TEACHER ASKS THE QUESTION AND THEN MODELS THE ANSWER, WITH THE STUDENTS CHANTING IT. THEN A STUDENT REPEATS THE QUESTION AND SUPPLIES A DIFFERENT ANSWER WITH THE OTHER STUDENTS CHANTING IT AFTER HIM/HER. THE OTHER STUDENTS ALSO LISTEN TO SEE IF THE ENDING IS CORRECT AND IF IT ISN'T THEN THEY SUPPLY THE CORRECT ENDING. CONTINUE UNTIL ALL STUDENTS HAVE USED THE QUESTION AND ANSWER PATTERNS. RECORD AND DISPLAY THE SENTENCE PATTERNS FOR FUTURE USE.

E.G., TEACHER - WHY DID RICHARD MAKE THIS DECISION?

TEACHER - RICHARD MADE THIS DECISION BECAUSE HE LIKED TO PLAY HOCKEY.

ALL STUDENTS - RICHARD MADE THIS DECISION BECAUSE HE LIKED TO PLAY HOCKEY.

FIRST STUDENT - WHY DID RICHARD MAKE THIS DECISION?

FIRST STUDENT - RICHARD MADE THIS DECISION BECAUSE HE THOUGHT HE COULD DO HIS JOBS LATER.

ALL STUDENTS - RICHARD MADE THIS DECISION BECAUSE HE THOUGHT HE COULD DO HIS JOBS LATER.

SECOND STUDENT - WHY DID RICHARD MAKE THIS DECISION? .....CONTINUE

b) IF STUDENTS HAVE A CLEAR GRASP OF THE RELATIONSHIP BETWEEN VALUES AND DECISIONS, IT MIGHT ALSO BE INTERESTING TO PURSUE A BRIEF DISCUSSION ABOUT THE RELATIVE IMPORTANCE OF VARIOUS VALUES TO THE STATED DECISION.

c) HAVE THE STUDENTS COMPLETE QUESTION 1 IN THEIR NOTEBOOKS IN SMALL GROUPS.

3. HAVE EXTENSIVE DISCUSSION BY STUDENTS IN SMALL GROUPS BEFORE COMPLETING OF QUESTIONS 2, 3, AND 4 IN THE STUDENT NOTEBOOK. REFER TO THE SENTENCE PATTERN DEVELOPED IN CD/LE/LP #2a) WHILE THE STUDENTS DISCUSS THESE QUESTIONS. THE TEACHER MAY WISH TO SHARE A PERSONAL EXAMPLE WITH THE CLASS; (FOR EXAMPLE, RETURNING TO UNIVERSITY PART-TIME TO WORK ON A MASTERS OF EDUCATION). DISCUSSION ABOUT WHAT MAKES A DECISION IMPORTANT MAY ALSO BE NECESSARY. HAVE STUDENTS ANSWER QUESTIONS 2, 3, AND 4 IN THE STUDENT NOTEBOOK.

APPLICATION

1. SCHOOL OR CLASSROOM RULES MIGHT BE ANALYZED TO DETERMINE WHAT THINGS ARE VALUED BY THE INDIVIDUALS IN THE SCHOOL OR CLASSROOM.

EVALUATION

1. PRESENT STUDENTS WITH A DECISION AND HAVE THEM LIST VALUES WHICH MIGHT BE REFLECTED IN THE DECISION.

2. THE FOLLOWING EXAMPLE COULD BE USED TO DETERMINE IF STUDENTS HAVE ACHIEVED THE OBJECTIVES OF THE LESSON.

   READ THE FOLLOWING SITUATION.

   USING A RULER, UNDERLINE THE SENTENCES WHICH TELL WHAT DECISIONS WERE MADE.

   IN THE CHART BELOW, LIST THE THINGS YOU THINK ARE IMPORTANT TO SIMON AND THE THINGS YOU THINK ARE IMPORTANT TO JANET AND HER FRIENDS.

   SIMON AND HIS FRIENDS WERE CLEANING UP THE REC HALL SATURDAY. AS THEY WERE PUTTING AWAY THE BOXES OF GARBAGE, THEY FOUND AN OLD BOOK OF BINGO TICKETS. THEY KNEW THE TICKETS HAD EXPIRED BUT JANET, THE LEADER OF THE GROUP, SAID THAT IT DIDN'T MATTER. SHE SAID THAT THEY COULD PRINT NEW DATES ONTO THE TICKETS AND SELL THEM TO LITTLE KIDS. THAT WAY THEY COULD MAKE SOME MONEY. EVERYONE AGREED AND TOOK OFF TO THE PLAYGROUND WHERE THE LITTLE KIDS PLAYED. SIMON FOLLOWED ALONG, BUT HE HESITATED, AND AT THE LAST MOMENT DECIDED THAT THIS WAS NO WAY TO MAKE MONEY. HE WENT HOME.

   THINGS VALUED BY JANET AND HER FRIENDS:

   _____

   _____

   _____

   _____

   THINGS VALUED BY SIMON:

   _____

   _____

   _____

   _____

3. UTILIZE UNIT EVALUATION CHECKLIST, PAGE 9.

LESSON 4 THE DECISIONS WE MAKE TODAY MAY INFLUENCE OUR LIVES SOMETIME IN THE FUTURE

OBJECTIVES

STUDENTS WILL:

- -UNDERSTAND THAT ALL DECISIONS HAVE CONSEQUENCES
- -BE ABLE TO PREDICT POSSIBLE CONSEQUENCES OF A STATED DECISION
- -BEGIN TO DEVELOP A SENSE OF RESPONSIBILITY FOR THEIR ACTIONS BASED ON AN UNDERSTANDING OF THE CONSEQUENCES OF THESE ACTIONS
- -UNDERSTAND AND USE THE LANGUAGE RELATED TO THIS LESSON

ENGLISH VOCABULARY

CONSEQUENCES POSITIVE CONSEQUENCE(S) NEGATIVECONSEQUENCE(S)
PREDICT

ENGLISH SENTENCE PATTERNS

WHAT IS ONE CONSEQUENCE OF_____ DECISION TO _____?

ONE CONSEQUENCE OF _____ DECISION TO _____ IS THAT _____.

WHAT WERE THE CONSEQUENCES OF HIS/HER DECISION TO _____?

THE CONSEQUENCE(S) OF HIS/HER DECISION TO _____ WERE _____.

WHAT MIGHT HAPPEN IN THE FUTURE BECAUSE OF THIS ACTION?

_____ MIGHT HAPPEN IN THE FUTURE BECAUSE OF THIS ACTION.

WHAT MIGHT BE SOME OF THE CONSEQUENCES IF _____?

SOME OF THE CONSEQUENCES MIGHT BE _____.

RESOURCES

1) STUDENT NOTEBOOK - #4

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE

1.

a) INTRODUCE THE TERM "CONSEQUENCES" BY QUESTIONING THE STUDENTS ABOUT THE CONSEQUENCES OF DROPPING OUT OF SCHOOL, SKIPPING WORK EXPERIENCE, ALWAYS BEING LATE FOR SCHOOL, WORKING HARD ON A JOB, ETC.

MAKE A CHART LISTING A NUMBER OF ACTIONS/DECISIONS AND THEIR POSSIBLE CONSEQUENCES.

E.G., ACTION/DECISION	POSSIBLE CONSEQUENCES
DROPPING OUT OF SCHOOL	_____
	_____
	_____
ALWAYS BEING LATE FOR SCHOOL	_____
	_____
	_____

MAKE A SERIES OF STATEMENTS (10-15) USING INFORMATION FROM THE CHART. STUDENTS NUMBER A PAPER FROM 1-15 AND WRITE (T)RUE OR (F)ALSE NEXT TO EACH NUMBER DEPENDING UPON WHETHER THE STATEMENT IS TRUE OR FALSE. DISCUSS EACH STATEMENT AND HAVE STUDENTS SUPPLY CORRECT ANSWERS FOR THOSE WHICH ARE FALSE.

E.G., TEACHER - ONE CONSEQUENCE OF ALWAYS BEING LATE FORSCHOOL IS THAT YOU NEVER GET YOUR WORK DONE. STUDENTS - T

TEACHER - ONE CONSEQUENCE OF DROPPING OUT OF SCHOOL IS THAT YOU CAN GET A GOOD JOB AT THE BAY. STUDENTS WRITE WHICHEVER ANSWER THEY FEEL IS CORRECT AND DISCUSS.

b) EACH STATED CONSEQUENCE COULD BE CLASSIFIED AS POSITIVE OR NEGATIVE IN ORDER TO INTRODUCE THE NOTION THAT CONSEQUENCES HAVE DIFFERING VALUES ATTACHED TO THEM.

2.

a) READ THE SITUATION IN QUESTION 1 IN THE STUDENT NOTEBOOK. IDENTIFY THE SEQUENCE OF EVENTS, AND HELP STUDENTS TO CLEARLY SEE HOW ONE FOLLOWS FROM THE OTHER. STATED CONSEQUENCES SHOULD BE LISTED IN CHRONOLOGICAL ORDER.

b) THE TEACHER REREADS THE SITUATION, DELIBERATELY CHANGING THE KEY WORDS AND/OR ORDER OF EVENTS. STUDENTS LISTEN AND ORALLY CORRECT THE KEY WORDS AND/OR ORDER OR EVENTS. AS THE STUDENTS CORRECT THEM, RECORD THEM ON THE BLACKBOARD.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE
(CONT'D)

2. (CONT'D)

c) CONDUCT AN ACTIVITY WHERE THE TEACHER REREADS THE SITUATION. THE TEACHER READS A SERIES OF STATEMENTS AFTERWARDS. STUDENTS DECIDE WHETHER OR NOT EACH STATEMENT WAS MADE IN THE PASSAGE READ. IF THE STATEMENT WAS MADE THEY REPEAT IT ORALLY AND IF THE STATEMENT WAS NOT MADE THEN THE STUDENTS DO NOT REPEAT IT.

E.G., TEACHER - WHAT IS ONE CONSEQUENCE OF JOADAMIE'S DECISION TO CALL LOUISE AND SARAH NAMES AND SWEAR AT THEM?

TEACHER - ONE CONSEQUENCE OF HIS DECISION TO CALL LOUISE AND SARAH NAMES AND SWEAR AT THEM IS THAT LOUISE BEGAN TO CRY .

STUDENTS - THE CONSEQUENCE OF HIS DECISION TO CALL LOUISE AND SARAH NAMES AND SWEAR AT THEM WAS THAT LOUISE BEGAN TO CRY .

ALSO USE THE FOLLOWING SENTENCE PATTERN IN THIS METHOD:

WHAT MIGHT HAPPEN IN THE FUTURE BECAUSE OF THIS ACTION?

_____ MIGHT HAPPEN IN THE FUTURE BECAUSE OF THIS ACTION.

d) THEN HAVE THE STUDENTS FORM SMALL GROUPS AND COMPLETE QUESTION 1 AND 2 IN THE STUDENT NOTEBOOK.

3.

a) PUT EACH SITUATION OF QUESTION 3 IN THE STUDENT NOTEBOOK ON CARDS. DIVIDE STUDENTS INTO SMALL GROUPS AND HAVE THEM COMPLETE THE SITUATION OF THEIR CHOICE (MAKE SURE ALL SITUATIONS ARE CHOSEN).

b) THEN HAVE EACH GROUP COMPLETE SENTENCE STRIPS WITH THE APPROPRIATE PAIRS OF QUESTIONS AND ANSWERS. PUT ALL THE SENTENCE STRIPS TOGETHER IN ONE PILE. DISTRIBUTE THE STRIPS TO STUDENTS IN ANY ORDER. EACH STUDENT WITH A QUESTION TAKES A TURN READING IT, GIVING THE STUDENT WITH THE APPROPRIATE ANSWER TIME TO READ HIS/HER STRIP. OTHER STUDENTS LISTEN TO MAKE SURE THE QUESTION AND ANSWER MATCH. THEY CAN ORALLY CORRECT ANY MISTAKES.

E.G., WHAT MIGHT BE ONE CONSEQUENCE IF _____?
ONE CONSEQUENCE MIGHT BE _____.

DISPLAY THE QUESTION AND ANSWER PAIRS ON THE BLACKBOARD.

c) QUESTION 3 STRESSES CONSEQUENCES WHICH ARE RELEVANT TO THE STUDENT. AFTER THESE HAVE BEEN GENERATED, IT MIGHT BE USEFUL, FOR EACH SITUATION, TO GENERATE A LIST OF INDIVIDUALS WHO WOULD ALSO BE AFFECTED BY THE ACTION AND THEN LIST THE CONSEQUENCES FOR EACH OF THESE INDIVIDUALS. A DIFFERENTIATION COULD AGAIN BE MADE BETWEEN POSITIVE AND NEGATIVE CONSEQUENCES.

d) HAVE THE STUDENTS COMPLETE QUESTION 3 IN THE STUDENT NOTEBOOK INDIVIDUALLY.

APPLICATION

1. QUESTION 4 IN THE STUDENT NOTEBOOK SHOULD BE VIEWED AS AN OPTIONAL ACTIVITY TO BE USED IF REINFORCEMENT OF THE LESSON OBJECTIVES IS REQUIRED. ALTERNATIVELY, STUDENTS COULD BE ASKED TO INTERVIEW THEIR PARENTS OR OTHER FAMILY MEMBERS.

2. STUDENTS COULD EXAMINE NEWS ARTICLES AND DISCUSS HOW PRESENT DECISIONS MIGHT INFLUENCE PEOPLE'S LIVES IN THE FUTURE.

3. CONSEQUENCE CARDS MAY BE USED TO DEVELOP THE ABILITY TO PREDICT CONSEQUENCES. TEACHERS CAN EASILY MAKE THEIR OWN OR HAVE THEIR STUDENTS CREATE THEM, BASED ON THEIR OWN SUBJECT MATTER AND EXPERIENCES. FURTHERMORE, ON MANY OCCASIONS, OPPORTUNITIES WILL ARISE IN CLASS FOR CONSEQUENCE CONSIDERATION. THE SITUATIONS RANGE FROM LEAVING GARBAGE ON THE LAND OR IN THE BUSH, TO RUNNING A CAR ENGINE IN A CLOSED GARAGE. HAVE STUDENTS LIST THE POSSIBLE CONSEQUENCES FOR ALL THOSE WHO ARE, OR MIGHT BECOME, INVOLVED IN THE SITUATION WHICH IS DESCRIBED. FOR EXAMPLE, IF A BOY TAKES A LIFE PRESERVER FROM A DOCK AND PLAYS WITH IT, THERE COULD BE NO NEGATIVE CONSEQUENCES FOR HIM. ON THE OTHER HAND, IF SOMEONE FALLS INTO THE WATER, THERE COULD BE CONSEQUENCES FOR THE VICTIM, RESCUERS, BYSTANDERS, POLICE, THE VICTIM'S RELATIVES, THE BOY'S PARENTS AND STILL OTHERS.

EVALUATION

1. EXAMINE RESPONSES TO QUESTION 3 IN THE STUDENT NOTEBOOK TO DETERMINE THE NUMBER OF CONSEQUENCES WHICH STUDENTS HAVE BEEN ABLE TO DELINEATE.

2. PRESENT STUDENTS WITH A DECISION RELATED TO A CLASSROOM EXPERIENCE AND HAVE THEM GENERATE AS MANY POSSIBLE CONSEQUENCES -BOTH POSITIVE AND NEGATIVE - AS THEY CAN.

3. UTILIZE THE UNIT EVALUATION CHECKLIST, PAGE 9.

LESSON 5 SOME DECISIONS THAT ARE MADE ARE NOT AS GOOD AS OTHERS

OBJECTIVES

STUDENTS WILL:

- -UNDERSTAND THAT ALL DECISIONS ARE NOT EQUALLY "GOOD"
- -BE ABLE TO EVALUATE DECISIONS AND DETERMINE IN RELATIVE TERMS HOW "GOOD" THEY ARE
- -BEGIN TO DEVELOP A SENSE OF RESPONSIBILITY FOR THEIR ACTIONS (BASED ON AN UNDERSTANDING OF THE "ETHICAL PRINCIPLES" INVOLVED)
- -UNDERSTAND AND USE THE LANGUAGE RELATED TO THIS LESSON

ENGLISH VOCABULARY

EQUALLY GOOD

PRINCIPLE OF RESPECT

ENGLISH SENTENCE PATTERNS

ARE THE TWO DECISIONS ABOUT _____ EQUALLY AS GOOD?

THE TWO DECISIONS ARE/AREN'T EQUALLY AS GOOD BECAUSE _____.

WHY DO/DON'T YOU FEEL THIS DECISION IS A BETTER DECISION THAN THE OTHERS?

I FEEL/DON'T FEEL THIS DECISON IS A BETTER DECISION THAN THE OTHERS BECAUSE _____.

WHAT MAKES SOME DECISIONS BETTER THAN OTHERS?

SOME DECISIONS ARE BETTER THAN OTHERS BECAUSE _____.

RESOURCES

1) STUDENT NOTEBOOK - LESSON # 5

2) STORY, "THE PHANTOM "

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE

NOTE: UPON COMPLETING THIS LESSON IT IS INTENDED THAT STUDENTS REALIZE THAT A "GOOD" DECISION IS ONE WHICH IS BOTH IN THEIR OWN INTERESTS AND IN THE INTERESTS OF OTHERS; THAT IS, IT REFLECTS THE PRINCIPLE OF RESPECT FOR PERSONS. THIS NOTION IS NOT EXPLICITLY STATED WITHIN THE LESSON. RATHER, IT IS TO BE DEVELOPED SUBTLY THROUGH CAREFUL ANALYSIS OF EACH OF THE PRESENTED SITUATIONS. EXTENSIVE TEACHER DIRECTION IS THEREFORE REQUIRED SO THAT STUDENTS WILL BE ABLE TO EXAMINE EACH SITUATION FROM THE PERSPECTIVE OF THE MAXIMUM NUMBER OF "OTHERS".

FURTHERMORE, IN WORKING THROUGH THIS LESSON IT IS HOPED THAT THE STUDENTS' MORAL REASONING ABILITIES WILL BE IMPROVED. THUS, IT IS IMPORTANT FOR THE TEACHER TO CONSIDER LAWRENCE KOHLBERG'S THEORY OF COGNITIVE-MORAL DEVELOPMENT WHICH POSTULATES THAT AS INDIVIDUALS MATURE, THEY SEQUENTIALLY MOVE THROUGH SIX DISTINCT STAGES OF MORAL REASONING.

STAGES OF MORAL DEVELOPMENT

TAKEN FROM THE WORKS OF LAWRENCE KOHLBERG (1971)

I. PRE-CONVENTIONAL LEVEL

AT THIS LEVEL, ONE RESPONDS TO THE RULES OF CONDUCT OF THE ENVIRONMENT AND TO DEFINITIONS OF GOOD AND EVIL IN TERMS OF PHYSICAL OR PLEASURE-GIVING CONSEQUENCES OF AN ACTION (PUNISHMENT, REWARD, EXCHANGE OF FAVOURS) OR IN TERMS OF THE PHYSICAL STRENGTH OF THE PERSON WHO DICTATES THE RULES.

STAGE 1: ORIENTED TOWARDS PUNISHMENT AND OBEDIENCE.

GOOD AND EVIL ARE DEFINED ACCORDING TO THEIR PHYSICAL CONSEQUENCE. AVOIDANCE OF PUNISHMENT AND BLIND OBEDIENCE ARE VALUES IN THEMSELVES, AND NOT WITH RESPECT TO A MORAL ORDER WHICH IS INVOLVED. (THIS APPEARS IN STAGE 4).

STAGE 2 : ORIENTED TOWARDS INSTRUMENTAL RELATIVISM.

THE GOOD ACTION IS THAT WHICH SATISFIES ONE'S OWN NEEDS AND SOMETIMES THE NEEDS OF OTHERS. HUMAN RELATIONSHIPS ARE SEEN AS A MARKET. RECIPROCITY AND EQUALITY ARE PRESENT THERE, BUT ALWAYS FROM A PRACTICAL PHYSICAL VIEWPOINT. THERE IS NO QUESTION OF LOYALTY, GRATITUDE OR JUSTICE.

II. CONVENTIONAL LEVEL

AT THIS LEVEL, RESPONSE TO THE EXPECTATIONS OF ONE'S FAMILY, GROUP OR NATION IS RECOGNIZED AS A VALUE IN ITSELF, APART FROM THE OBVIOUS IMMEDIATE CONSEQUENCES. NOT ONLY CONFORMITY BUT LOYALTY, AN ACTIVE MAINTENANCE OF THE SOCIAL ORDER, A JUSTIFICATION OF THIS ORDER AND AN IDENTIFICATION WITH OTHER PEOPLE OR WITH THE GROUP INVOLVED.

STAGE 3: ORIENTED TOWARDS INTERPERSONAL HARMONY OR "GOOD BOY -GOOD GIRL"

AN ACTION IS GOOD WHEN IT PLEASES OTHERS, HELPS THEM AND RECEIVES APPROVAL FROM THEM. GREAT CONFORMITY TO THE MAJORITY AND TO "NATURAL" BEHAVIOUR IS OFTEN ACCORDING TO INTENTIONS. "HE HAS GOOD INTENTIONS" APPEARS AT THIS TIME. ONE OBTAINS APPROVAL BY BEING "GOOD".

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE (CONT'D)

STAGES OF MORAL DEVELOPMENT (CONT'D)

II CONVENTIONAL LEVEL

STAGE 4: ORIENTED TOWARDS "LAW AND ORDER".

ORIENTED TOWARDS AUTHORITY, ESTABLISHED RULES, AND THE MAINTENANCE OF THE SOCIAL ORDER. A GOOD ACTION CONSISTS OF DOING ONE'S DUTY, SHOWING RESPECT FOR AUTHORITY AND MAINTAINING THE SOCIAL ORDER FOR ITSELF.

III POST-CONVENTIONAL LEVEL, AUTONOMOUS, ACCORDING TO PRINCIPLE.

AT THIS LEVEL ONE SEES A DEFINITE EFFORT TO DEFINE VALUES AND MORAL PRINCIPLES THAT HAVE A VALIDITY AND AN APPLICATION INDEPENDENT OF THE AUTHORITY OF GROUPS OR OF PERSONS WHO HAVE THESE PRINCIPLES AND THE IDENTIFICATION OF A PERSON WITH THIS GROUP.

STAGE 5: ORIENTED TOWARDS A LEGALISTIC SOCIAL CONTACT.

A GOOD ACTION TENDS TO BE DEFINED ACCORDING TO PREVAILING INDIVIDUAL RIGHTS, AND OF NORMS THAT HAVE BEEN STUDIED CRITICALLY AND ACCEPTED BY THE WHOLE SOCIETY. THERE IS A CLEAR PERCEPTION OF THE RELATIVISM OF VALUES AND PERSONAL OPINIONS, WITH A CORRESPONDING EMPHASIS ON THE RULES AND PROCEEDINGS NECESSARY TO THE ATTAINMENT OF A CONSENSUS. IN ADDITION TO CONSTITUTIONAL AND DEMOCRATIC AGREEMENT, WHAT IS CORRECT IS A MATTER OF VALUES AND PERSONAL OPINIONS. EMPHASIS IS ON THE "LEGAL VIEWPOINT", BUT WITH THE POSSIBILITY OF CHANGING THE LAW ACCORDING TO RATIONAL CONSIDERATIONS OF SOCIAL UTILITY (RATHER THAN STICKING TO THE "LAW AND ORDER" OF STAGE 4). OUTSIDE OF THE LEVEL FIELD, FREE AGREEMENT AND CONTRACT IS THE ELEMENT OF OBLIGATION. THIS IS USUALLY THE "OFFICIAL" MORALITY OF GOVERNMENTS.

STAGE 6: ORIENTED TOWARDS A UNIVERSAL ETHICAL PRINCIPLE.

THE GOOD IS DEFINED BY A DECISION OF CONSCIENCE, IN AGREEMENT WITH AN ETHICAL PRINCIPLE CHOSEN IN AN AUTONOMOUS MANNER AND ANSWERING TO LOGICAL COMPREHENSION, UNIVERSALITY AND COHERENCE. THESE PRINCIPLES ARE ABSTRACT AND ETHICAL: BASICALLY THEY ARE THE UNIVERSAL PRINCIPLES OF JUSTICE, EQUALITY AND RECIPROCITY OF HUMAN RIGHTS AND RESPECT FOR THE DIGNITY OF HUMAN BEINGS AS INDIVIDUAL PERSONS.

NOTE: KOHLBERG STATES THAT PEOPLE ARE ATTRACTED BY REASONING AT ONE STAGE HIGHER THAN THEIR OWN AND REJECT REASONING AT STAGES LOWER THAN THEIR OWN. FURTHERMORE, PEOPLE CANNOT UNDERSTAND REASONING MORE THAN ONE STAGE BEYOND THEIR OWN. THIS IS A CRUCIAL POINT FOR TEACHERS; IF REASONING IS PRESENTED AT A STAGE MORE THAN ONE BEYOND THAT OF A STUDENT, THE STUDENT WILL EITHER MISUNDERSTAND OR BE CONFUSED.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE (CONT'D)

NOTE: IT MIGHT ALSO BE HELPFUL FOR THE TEACHER TO NOTE THREE STRATEGIES WHICH CAN BE USED TO DETERMINE WHETHER OR NOT A DECISION REFLECTS THE PRINCIPLE OF RESPECT FOR PERSONS.

THE NEW CASES TEST: INVOLVES THE APPLICATION OF A PRINCIPLE WHICH HAS BEEN PREVIOUSLY ACCEPTED TO NEW, LOGICALLY RELEVANT CASES. FOR EXAMPLE, IF A STUDENT HAS DECIDED THAT THERE IS NOTHING WRONG WITH "MAKING FUN OF OTHERS", A SITUATION IS PRESENTED IN WHICH HIS/HER BEST FRIEND IS BEING RIDICULED.

THE UNIVERSALIZATION TEST: INVOLVES THE GENERALIZATION AND ANALYSIS OF CONSEQUENCES IF EVERYONE BEHAVED IN THE WAY ADVOCATED BY A PREVIOUSLY ACCEPTED PRINCIPLE. THE TEACHER ASKS THE QUESTION, "WHAT WOULD HAPPEN IF EVERYBODY DID THIS?"

THE ROLE EXCHANGE TEST: INVOLVES THE EXCHANGE OF ROLES BY THE STUDENT WITH THOSE AFFECTED BY THE APPLICATION OF A PREVIOULSY ACCEPTED PRINCIPLE. IT IS ESPECIALLY IMPORTANT TO ASK THE QUESTION, "WOULD YOU BE WILLING TO EXCHANGE PLACES WITH THE MOST DISADVANTAGED PERSON IN THIS SITUATION?"

1.

a) AS A CLASS READ THE TWO NEWSPAPER ARTICLES IN QUESTION 1 IN THE STUDENT NOTEBOOK. THEN, HAVE STUDENTS DELINEATE, FOR EACH ARTICLE, THE DECISIONS WHICH WERE MADE, THE INDIVIDUALS WHO WERE AFFECTED AND THE TOTAL SET OF CONSEQUENCES. THE RELATIVE WORTH OF EACH DECISION COULD THEN BE DETERMINED BASED ON AN ANALYSIS OF THE GENERATED CONSEQUENCES.

b) THE TEACHER MODELS A QUESTION AND ANSWER (USING THE SENTENCE PATTERNS) FILLING IN THE ENDINGS WITH APPROPRIATE AND INAPPROPRIATE ENDINGS. THE STUDENTS LISTEN AND REPEAT THE SENTENCES WITH THE APPROPRIATE ENDINGS. HAVE THE STUDENTS ORALLY SUPPLY APPROPRIATE ENDINGS FOR THE SENTENCES THAT HAVE INAPPROPRIATE ENDINGS.

E.G., TEACHER - ARE THE TWO DECISIONS ABOUT <u>HOW THE BOYS SPEND THEIR SPARE TIME</u> EQUALLY AS GOOD?

TEACHER - THE TWO DECISIONS <u>ARE</u> EQUALLY AS GOOD BECAUSE <u>BOTH GROUPS OF BOYS WERE BUSY.</u>

STUDENTS - THE TWO DECISIONS <u>AREN'T</u> EQUALLY AS GOOD BECAUSE <u>ONE GROUP OF BOYS WAS DAMAGING OTHER PEOPLES' PROPERTY.</u>

c) HAVE THE STUDENTS COMPLETE QUESTION 1 IN THE STUDENT NOTEBOOK INDIVIDUALLY.

2.

a) FOR QUESTIONS 2 AND 3 IN THE STUDENT NOTEBOOK, HAVE THE STUDENTS DIVIDE INTO SMALL GROUPS AND CHOOSE ONE OF THE QUESTIONS. (MAKE SURE BOTH QUESTIONS ARE CHOSEN). HAVE THEM READ THE SITUATION AND DISCUSS IT.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE (CONT'D)

2. (CONT'D)

b) HAVE EACH GROUP RECORD ON A LARGE PIECE OF PAPER ALL THE DECISIONS -BOTH GOOD AND BAD- THAT COULD BE MADE FROM THE SITUATION. DISPLAY THIS PAPER FOR ALL GROUPS TO SEE. READ BOTH SITUATIONS ORALLY FOR THE WHOLE CLASS. THEN HAVE EACH GROUP TAKE TURNS ASKING THE OTHER GROUP A QUESTION (USING THE SENTENCE PATTERNS). GIVE THE OTHER GROUP TIME TO ANSWER APPROPRIATLY. OTHER STUDENTS LISTEN AND ORALLY CORRECT ANY INCORRECT ANSWERS.

E.G., FIRST GROUP - WHY DO YOU FEEL _____ IS A BETTER DECISION THAN THE OTHERS?

SECOND GROUP - I FEEL _____ IS A BETTER DECISION THAN THE OTHERS BECAUSE _____.

CONTINUE UNTIL ALL QUESTIONS AND ANSWERS HAVE BEEN USED ONCE FOR A GIVEN SITUATION, THEN START AGAIN WITH THE NEW SITUATION.

c) THEN HAVE THE STUDENTS COMPLETE QUESTIONS 2 AND 3 TOGETHER IN THEIR GROUPS.

3.

a) REFERRING TO THE SITUATIONS DISCUSSED IN QUESTION CD/LE/LP #2, THE TEACHER ASKS THE QUESTION "WHAT MAKES SOME DECISIONS BETTER THAN OTHERS?" THEN HAVE THE TEACHER ANSWER, "SOME DECISIONS ARE BETTER THAN OTHERS BECAUSE _____." HAVE STUDENTS ORALLY SUGGESTS POSSIBLE ENDINGS AND THEN HAVE ALL THE STUDENTS ECHO THE WHOLE SENTENCE AGAIN WITH THE ENDING THEY PREFER. CONTINUE WITH BOTH SITUATIONS AND THEN DISCUSS OTHER SITUATIONS, HAVING THE STUDENTS USE THE SENTENCE PATTERN WHEN SAYING WHY SOME DECISIONS ARE BETTER THAN OTHERS.

b) HAVE THE STUDENTS COMPLETE QUESTION 4 IN THE STUDENT NOTEBOOK INDIVIDUALLY.

4.

a) EXTENSIVE CLASS DISCUSSION OF QUESTION 5 IN THE STUDENT NOTEBOOK WILL BE REQUIRED TO ENABLE STUDENTS TO INTEGRATE CONCEPTS RELATED TO "CONSEQUENCES" AS WELL AS THE PRINCIPLE OF RESPECT FOR SELF AND OTHERS. FIRST DIVIDE THE STUDENTS INTO SMALL GROUPS TO DISCUSS THIS QUESTION AND THEN HAVE THEM REPORT TO THE WHOLE CLASS. AS EACH GROUP TELLS OF THEIR FINDINGS, RECORD ON THE BLACKBOARD. WHEN ALL GROUPS HAVE DISCUSSED THEIR FINDINGS, HAVE THE WHOLE CLASS SUMMARIZE THEM BY OBSERVING ALL THE RECORDED ITEMS ON THE BLACKBOARD.

b) THE TEACHER WRITES THE BEGINNING OF THE FOLLOWING PARAGRAPH ON THE BLACKBOARD AND THEN USING THIS, THE STUDENTS INDIVIDUALLY ANSWER QUESTION #5 IN THE STUDENT NOTEBOOK.

E.G., TEACHER WRITES - SOME DECISIONS ARE BETTER THAN OTHERS BECAUSE OF THEIR CONSEQUENCES. THIS IS BECAUSE _____....

APPLICATION

1. STUDENTS COULD DESCRIBE A "GOOD" DECISION THEY HAVE MADE IN THE PAST AND EXPLAIN WHY THEY FEEL IT WAS "GOOD".

2. HAVE THE CLASS READ THE STORY, "THE PHANTOM". DISCUSS THE DECISION THAT THE PHANTOM MADE, WHY HE MADE IT AND WHETHER IT WAS A GOOD DECISION OR NOT.

EVALUATION

1. EXAMINE REASONS GIVEN BY STUDENTS FOR CHOOSING A DECISION AS BEING BETTER THAN OTHERS IN QUESTIONS 2, 3, AND 4 IN THE STUDENT NOTEBOOK.

2. UTILIZE UNIT EVALUATION CHECKLIST, PAGE 9.

LESSON 6 THERE ARE MANY WAYS OF MAKING DECISIONS

OBJECTIVES

STUDENTS WILL:

-UNDERSTAND THAT THERE ARE MANY WAYS OF MAKING DECISIONS
-BE ABLE TO ATTACH "LABELS" TO SEVERAL DIFFERENT METHODS OF DECISION-MAKING
-UNDERSTAND AND USE THE LANGUAGE RELATED TO THIS LESSON

ENGLISH VOCABULARY

METHODS LABELS

ENGLISH SENTENCE PATTERNS

WHAT METHOD OF DECISION-MAKING DID YOU USE TO DECIDE _____.

I USED THE METHOD OF _____ TO DECIDE _____.

RESOURCES

1) STUDENT NOTEBOOK - LESSON # 6

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE

1.

a) AS A CLASS, LIST A VARIETY OF WAYS OF MAKING DECISIONS. RECORD THESE ON CHART PAPER FOR FUTURE REFERENCE BY STUDENTS.

b) IF THE STUDENTS HAVE DIFFICULTY BRAINSTORMING THE VARIOUS WAYS OF MAKING DECISIONS, IT MIGHT BE HELPFUL TO HAVE THEM LIST ALL THE DECISIONS THEY HAVE MADE THAT DAY OR THAT WEEK, AND THEN DETERMINE THE METHOD USED TO MAKE EACH ONE.

c) HAVE THE STUDENTS THEN LIST THE VARIETY OF WAYS OF MAKING DECISIONS IN QUESTION 1 IN THE STUDENT NOTEBOOK INDIVIDUALLY.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE (CONT'D)

2.

a) COMPLETION OF QUESTIONS 2, 3, AND 4 IN THE STUDENT NOTEBOOK WILL BE GREATLY SIMPLIFIED IF STUDENTS ARE REFERRED BACK TO THE LIST GENERATED FOR QUESTION 1. THE TEACHER CONDUCTS A QUESTION AND ANSWER CHAIN DRILL USING THE SITUATIONS DISCUSSED IN CD/LE/LP # 1.

E.G., TEACHER - WHAT METHOD OF DECISION-MAKING DID YOU USE TO DECIDE WHAT TO WEAR TODAY?

FIRST STUDENT - I USED THE METHOD OF TOSSING A COIN TO DECIDE WHAT TO WEAR TODAY.

FIRST STUDENT - WHAT METHOD OF DECISION-MAKING DID YOU USE TO DECIDE WHAT TO EAT LAST NIGHT?

SECOND STUDENT - I USED THE METHOD OF ASKING MY MOTHER TO DECIDE WHAT TO EAT LAST NIGHT.

CONTINUE UNTIL ALL STUDENTS HAVE HAD A TURN.

b) HAVE THE STUDENTS COMPLETE QUESTIONS 2, 3, AND 4 IN THE STUDENT NOTEBOOK.

APPLICATION

1. ALTHOUGH THE CREATING OF RHYMES IN QUESTION 5 IN THE STUDENT NOTEBOOK APPEARS TO BE PURELY AN EXERCISE IN CREATIVITY, IT CAN ALSO BE USED VERY EFECTIVELY TO HAVE STUDENTS REFLECT ON THE FACT THAT SOME METHODS OF DECISION-MAKING ARE MORE APPROPRIATE IN CERTAIN SITUATIONS THAN OTHERS. HOWEVER, BECAUSE THIS TASK IS FAIRLY TIME CONSUMING, IT IS USED AS AN APPLICATION ACTIVITY. THE STUDENTS CAN WORK IN GROUPS OR INDIVIDUALLY TO COMPLETE THIS. THEN HAVE THE STUDENTS READ SOME OF THEM TO THE CLASS.

2. STUDENTS COULD DEVELOP POSTERS TO ILLUSTRATE ONE OR MORE OF THE RHYMES DEVELOPED IN QUESTION 5 IN THE STUDENT NOTEBOOK.

3. STUDENTS COULD DESCRIBE A TIME WHEN THEY HAVE USED EACH OF THE LISTED METHODS OF DECISION-MAKING.

EVALUATION

1. EXAMINE STUDENT RESPONSES TO QUESTIONS 2, 3, AND 4 IN THE STUDENT NOTEBOOK TO DETERMINE IF THEY HAVE BEEN ABLE TO CHOOSE DECISION-MAKING METHODS APPROPRIATE TO THE TYPES OF DECISIONS REQUIRED.

2. UTILIZE THE UNIT EVALUTION CHECKLIST, PAGE 9.

LESSON 7 SOME WAYS OF MAKING DECISIONS ARE NOT AS GOOD AS OTHERS

OBJECTIVES

STUDENTS WILL:

- -UNDERSTAND THAT GIVEN A SITUATION WHICH REQUIRES A DECISION, ALL WAYS OF MAKING DECISIONS ARE NOT EQUALLY GOOD
- -BE ABLE TO UTILIZE SEVERAL DECISION-MAKING PROCEDURES TO MAKE DECISIONS
- -BEGIN TO DEVELOP AN APPRECIATION FOR RATIONAL DECISION-MAKING
- -UNDERSTAND AND USE THE LANGUAGE RELATED TO THIS LESSON

ENGLISH VOCABULARY

NOT EQUALLY AS GOOD SOLUTION

ENGLISH SENTENCE PATTERNS

WHAT COULD YOU DO IN THIS SITUATION IF _____?

IF _____, I COULD _____.

WHAT IS THE CONSEQUENCE OF _____?

THE CONSEQUENCE OF_____ IS _____.

WHICH METHOD OF DECISION MAKING DO YOU FEEL WAS THE POOREST/BEST FOR THAT SITUATION?

I FEEL THAT THE DECISION MAKING METHOD OF _____ WAS THE POOREST/BEST FOR THAT SITUATION BECAUSE _____.

I FEEL THAT _____ WAS THE POOREST/BEST METHOD.

I FEEL THAT _____ WAS THE POOREST/BEST METHOD BECAUSE _____.

RESOURCES

1) STUDENT NOTEBOOK - LESSON # 7

2) DICE

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE

1.

a) AS A CLASS, READ THE SITUATION IN QUESTION 1 IN THE STUDENT NOTEBOOK. IN THE LARGE GROUP HAVE THE STUDENTS BRAINSTORM ALTERNATIVE SOLUTIONS TO THE SITUATION. IN THIS WAY, THE MAXIMUM NUMBER OF SOLUTIONS WOULD MOST LIKELY BE GENERATED. RECORD AND DISPLAY THE SOLUTIONS.

b) USING THE SOLUTIONS DECIDED ABOVE, THE TEACHER MODELS A QUESTION AND THEN GIVES TWO ANSWERS (USING THE SENTENCE PATTERNS). THE ANSWERS CAN MEAN THE SAME THING OR MEAN DIFFERENT THINGS. THE STUDENTS WRITE S ON THEIR PAPERS IF THE SENTENCES MEAN THE SAME THING. THEY WRITE D IF THE SENTENCES ARE DIFFERENT. DISCUSS AFTERWARDS AND CORRECT THOSE THAT ARE DIFFERENT..

E.G., TEACHER - WHAT COULD YOU DO IF YOU RECEIVED THIS NOTE?

TEACHER - IF I RECEIVED THIS NOTE, I COULD CONTINUE WORK AFTER WORK EXPERIENCE.

TEACHER - IF I RECEIVED THIS NOTE, I COULD ASK THE BOSS IF I COULD HELP HIM AFTER WORK EXPERIENCE. STUDENTS WRITE DOWN - S

CONTINUE UNTIL ALL SOLUTIONS THAT WERE DISCUSSED ARE REPEATED. RECORD THE SENTENCE PATTERNS WITH APPROPRIATE ENDINGS AND DISPLAY PERMANENTLY.

c) HAVE THE STUDENTS COMPLETE QUESTION 1 IN THE STUDENT NOTEBOOK INDIVIDUALLY.

2.

a) THE SYMBOL BESIDE EACH LINE IN QUESTION 1 CORRESPONDS WITH ONE SIDE OF A DIE AND WILL THUS ASSIST STUDENTS IN USING A DIE TO MAKE A DECISION IN QUESTION 2 a) IN THE STUDENT NOTEBOOK. IT MIGHT BE WORTHWHILE TO DISCUSS THE PARALLELS BETWEEN ROLLING A DIE AND TOSSING A COIN TO MAKE A DECISION, DEPENDING ON WHICH THE STUDENTS ARE MORE FAMILIAR WITH.

STUDENTS SHOULD BE ENCOURAGED TO CONSIDER CONSEQUENCES RELEVANT TO THE MAXIMUM NUMBER OF "OTHERS" IN QUESTION 2 e). CLEARLY, CONSEQUENCES RELEVANT TO THEMSELVES ARE VERY IMPORTANT BUT THEY SHOULD ALSO ATTEMPT TO DELINEATE THOSE RELEVANT TO THE TEACHER, OTHER STUDENTS IN THE CLASS, ETC.

BRAINSTORM USING THE SAME SITUATION (QUESTION 1 IN THE STUDENT NOTEBOOK) AND USING THE SOLUTIONS THAT THE STUDENTS DECIDED; THE TEACHER ASKS THE STUDENTS, "WHAT IS THE CONSEQUENCE OF _____?" "THE CONSEQUENCE OF _____ IS _____". STUDENTS REPEAT THE QUESTIONS AND ANSWERS AND THEN RECORD ALL THE RESPONSES ON THE BLACKBOARD.

b) HAVE THE STUDENTS WORK ON QUESTION 2 IN THE STUDENT NOTEBOOK. THIS WILL INCLUDE A LOT IN INTERACTION BETWEEN THE STUDENTS. SUMMARIZE THE FINDINGS FROM THE STUDENTS ON CHART PAPER.

3.

a) DISCUSS QUESTIONS 3 AND 4 IN THE STUDENT NOTEBOOK. IT SHOULD BE NOTED THAT FOR SOME TYPES OF DECISIONS, TOSSING A COIN OR ASKING THE STUDENT WHO SITS BESIDE YOU WOULD BE APPROPRIATE METHODS OF DECISON-MAKING.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE (CONT'D)

3. (CONT'D)

b) HAVE THE TEACHER MODEL A QUESTION AND ANSWER (USING THE SENTENCE PATTERNS). STUDENTS REPEAT IT REDUCING THE SENTENCE BY CHANGING THE EXPRESSION TO A WORD.

E.G., TEACHER - WHICH METHOD OF DECISION MAKING DO YOU FEEL WAS THE POOREST/BEST FOR THAT SITUATION?

TEACHER - I FEEL THAT THE DECISION MAKING METHOD OF TOSSING A COIN WAS THE POOREST/BEST FOR THAT SITUATION.

STUDENT - I FEEL THAT TOSSING A COIN WAS THE POOREST/BEST METHOD.

CONTINUE UNTIL ALL STUDENTS HAVE GIVEN A REDUCTION SENTENCE, THEN CHANGE THE SENTENCE PATTERN BY ASKING WHY?

E.G., TEACHER - WHICH METHOD OF DECISION MAKING DO YOU FEEL WAS THE POOREST/BEST FOR THAT SITUATION?

TEACHER - I FEEL THAT THE DECISION MAKING METHOD OF TOSSING A COIN WAS THE POOREST/BEST FOR THAT SITUATION BECAUSE _____.

STUDENT - I FEEL THAT TOSSING A COIN WAS THE POOREST/BEST METHOD BECAUSE _____.

c) THEN HAVE THE STUDENTS COMPLETE QUESTIONS 3 AND 4 IN THE STUDENT NOTEBOOK.

APPLICATION

1. DISCUSS THE KINDS OF DECISIONS WHICH COULD APPROPRIATELY BE MADE USING EACH OF THE METHODS OF DECISION-MAKING LISTED IN THIS AND /OR PREVIOUS LESSON.

2. SMALL GROUPS OF STUDENTS COULD DEVELOP BRIEF SKITS ILLUSTRATING A "GOOD" METHOD AND A "POOR" METHOD OF DECISION-MAKING.

EVALUATION

1. EXAMINE REASONS LISTED IN QUESTIONS 3 AND 4 IN THE STUDENT NOTEBOOK TO ESTABLISH IF STUDENTS UNDERSTAND THAT ALL METHODS OF DECISON-MAKING ARE NOT EQUALLY "GOOD" FOR MAKING A DECISION IN A GIVEN SITUATION.

2. UTILIZE THE UNIT EVALUATION CHECKLIST, PAGE 9.

LESSON 8 GOOD DECISIONS ARE MADE BY FOLLOWING PROPER DECISION-MAKING PROCEDURES

OBJECTIVES

STUDENTS WILL:

- -UNDERSTAND THAT "GOOD" DECISIONS ARE MADE BY FOLLOWING A COMPREHENSIVE, SYSTEMATIC DECISION-MAKING PROCEDURE
- -BE ABLE TO UTILIZE A COMPREHENSIVE, SYSTEMATIC DECISION-MAKING PROCEDURE IN ORDER TO MAKE A DECISION
- -CONTINUE TO DEVELOP AN APPRECIATION FOR RATIONAL DECISON-MAKING
- -CONTINUE TO DEVELOP A SENSE OF RESPONSIBILITY FOR THEIR ACTIONS (BASED ON AN UNDERSTANDING OF THE CONSEQUENCES AND OF THE "ETHICAL PRINCIPLES" INVOLVED IN THESE ACTIONS).
- -UNDERSTAND AND USE THE LANGUAGE RELATED TO THIS LESSON

ENGLISH VOCABULARY

*REVIEW FROM PREVIOUS LESSONS

PROBLEM	ALTERNATIVES/POSSIBLE SOLUTIONS	CONSCIENCE
CONSEQUENCES	"RATING"/EVALUATION CONSEQUENCES	DECISION

ENGLISH SENTENCE PATTERNS (MOST OF THESE WILL BE REVIEW FROM PREVIOUS LESSONS)

WHAT IS THE PROBLEM?

THE PROBLEM IS _____.

WHAT IS AN ALTERNATIVE/A POSSIBLE SOLUTION TO THIS PROBLEM?

AN ALTERNATIVE/A POSSIBLE SOLUTION IS _____.

WHAT IS THE CONSEQUENCE OF THIS ALTERNATIVE?

THE CONSEQUENCE OF THIS ALTERNATIVE IS _____.

IS THIS CONSEQUENCE GOOD/BAD?

IT IS _____ BECAUSE _____.

RESOURCES

1) STUDENT NOTEBOOK - LESSON # 8

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE

1. AS A CLASS, READ AND DISCUSS THE SITUATION PRESENTED IN QUESTION 1 IN THE STUDENT NOTEBOOK (AS WELL AS POSSIBLE SOLUTIONS TO THE PROBLEM). HAVE THE STUDENTS RECORD THEIR ANSWERS FOR QUESTION 1IN THE STUDENT NOTEBOOK.

2.

a) DISCUSS WHAT A CONSCIENCE IS. HAVE STUDENTS GIVE EXAMPLES OF WHEN A CONSICIENCE IS NEEDED. HAVE THEM DRAW OR FIND CARTOONS OF THEIR FAVOURITE SUBJECT IE. SNOOPY, GARFIED, ETC., SHOWING THE SUBJECT'S CONSCIENCE "HELPING" HIM/HER OUT. DISPLAY.

b) REVIEW ALL THE SENTENCE PATTERNS OF THIS LESSON, BY MODELLING QUESTIONS AND ANSWERS AND FILLING IN THE BLANKS WITH APPROPRIATE AND INAPPROPRIATE ENDINGS. STUDENTS LISTEN, REPEAT THE CORRECT ONES AND ORALLY CORRECT ANY INAPPROPRIATE ONES.

E.G., TEACHER - WHAT IS THE PROBLEM?

TEACHER - THE PROBLEM IS _____.

STUDENTS - THE PROBLEM IS _____.

CONTINUE WITH ALL THE SENTENCE PATTERNS SO THAT STUDENTS HAVE A GOOD REVIEW OF ALL OF THEM. IT MAY BE NECESSARY TO REVIEW THE MEANING OF THE TERM "ALTERNATIVE" PRIOR TO HAVING STUDENTS ADDRESS QUESTION 2 IN THEIR NOTEBOOK. ALSO, IN COMPLETING QUESTION AND ANSWER PAIRS, STUDENTS, AGAIN, SHOULD BE ENCOURAGED TO CONSIDER CONSEQUENCES RELEVANT TO THE MAXIMUM NUMBER OF "OTHERS".

DISCOURAGE "STRAIGHT" ADDITION OF THE SETS OF POSITIVE AND NEGATIVE CONSEQUENCES OF EACH ALTERNATIVE TO MAKE A DECISION. STUDENTS SHOULD UNDERSTAND THAT SOME CONSEQENCES MAY HAVE A LARGER WEIGHTING ATTACHED TO THEM THAN OTHERS. CLEARLY, KILLING SOMEONE IS FAR MORE NEGATIVE THAN BREAKING SOMEONE'S TOY. IT MIGHT EVEN BE WORTHWHILE TO HAVE STUDENTS STAR THE MOST IMPORTANT CONSEQENCE FOR EACH ALTERNATIVE PRIOR TO COMPLETING THE LAST SECTION OF QUESTION 2 IN THE STUDENT NOTEBOOK.

THE THREE STRATEGIES DESCRIBED IN LESSON #5 OF THE TEACHER'S GUIDE, WHICH CAN BE USED TO DETERMINE WHETHER OR NOT A DECISON REFLECTS THE PRINCIPLE OF RESPECT FOR PERSONS, MIGHT ALSO BE USEFUL IN ANALYZING THE DECISIONS STUDENTS MAKE IN QUESTION 2 e).

IF ONE OR MORE OF THESE STRATEGIES IS USED, STUDENTS WILL BE ABLE TO ASSESS MORE CLEARLY WHETHER OR NOT THEIR DECISONS TRULY HAVE "MANY VERY GOOD CONSEQUENCES".

c) AS A CLASS, WORK ON QUESTION 2 a AND b TOGETHER, BRAINSTORMING TO DECIDE ON AS MANY SOLUTIONS AS POSSIBLE. RECORD AND DISPLAY THE SOLUTIONS. THEN CHOOSE ONE SOLUTION AND WORK ON c AND d TOGETHER FOR THAT SOLUTION. DIVIDE STUDENTS INTO SMALL GROUPS AND HAVE THEM ANSWER c AND d FOR THE OTHER SOLUTIONS. THEN IN THEIR GROUPS, ANSWER e.

d) AS A CLASS, DISCUSS AND SUMMARIZE WHAT EACH GROUP DECIDED.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE (CONT'D)

3.

a) AS A CLASS DEVELOP LABELS FOR EACH STEP OF THE DECISION MAKING PROCEDURE IN QUESTION 3 OF THE STUDENT NOTEBOOK. THE LABELS WHICH STUDENTS ATTACH SHOULD BE ACCEPTED AS LONG AS THEY REFLECT THE INTENT OF THE STEP.

SOME SUGGESTIONS, FOR LABELS, ARE:

a	THE PROBLEM
b	ALTERNATIVES/POSSIBLE SOLUTIONS
c	CONSEQUENCES
d	"RATING"/EVALUATION CONSEQUENCES
e	DECISION

(TO ASSIST STUDENTS, THE NUMBERS BESIDE THE "STEPS " CORRESPOND TO THE QUESTION NUMBER IN WHICH THIS STEP WAS COMPLETED IN QUESTION 2 IN STUDENT NOTEBOOK.)

DISCUSS THE NATURE OF THE GENERATED DECISON-MAKING PROCEDURE. STUDENTS SHOULD UNDERSTAND THAT IT IS NOT ALWAYS A LINEAR PROCESS. SOMETIMES, FOR EXAMPLE, DURING THE RATING OF CONSEQUENCES, ANOTHER POSSIBLE SOLUTION WILL COME TO MIND. OR, IT IS POSSIBLE THAT DURING THE LISTING OF CONSEQUENCES, THE PROBLEM IS FURTHER CLARIFIED, ETC.

b) HAVE THE STUDENTS ANSWER QUESTION 3 IN THE STUDENT NOTEBOOK INDIVIDUALLY .

APPLICATION

1.

a) IF STUDENTS HAVE DIFFICULTY GENERATING A SITUATION TO BE USED FOR QUESTION 4 IN THE STUDENT NOTEBOOK, IT MAY BE NECESSARY TO PRESENT THEM WITH ONE.
TWO EXAMPLES FOLLOW:

> YOU AND YOUR FRIENDS HAVE BEEN TO AN ACTIVITY NIGHT AT YOUR SCHOOL. THE PROGRAM ENDED AT 10:00 P.M. BUT TONIGHT ALL THE OTHER KIDS ARE GOING TO GO OVER TO THE BLUE GROTTO PINBALL ARCADE. YOU JUST GOT PAID FROM YOUR PART-TIME JOB SO YOU HAVE THE MONEY BUT YOUR MOTHER HAS TOLD YOU NEVER TO GO TO THAT PLACE. YOUR FRIENDS SAY THAT IT IS O.K. TO GO BECAUSE USUALLY THE ACTIVITY AT THE SCHOOL DOESN'T END UNTIL 10:30 P.M. AND SO YOU WOULDN'T BE EXPECTED HOME UNTIL 11:OO P.M.

> SOME OF YOUR FRIENDS ARE GOING TO SKI-DOO OUT TO A CABIN ABOUT 20 KM FROM TOWN. YOUR GRANDFATHER WARNS YOU THAT YOUR SHOULDN'T GO BECAUSE THERE IS A STORM ON THE WAY. YOU KNOW YOUR GRANDFATHER IS USUALLY RIGHT BUT YOUR FRIENDS INSIST THAT IT WILL BE OK, THEY KNOW THE WAY, ETC. *
>
> *FOR THIS SITUATION, YOU COULD REMIND STUDENTS OF THE 2 IGALUIT TEENAGERS WHO DIED IN THE SPRING OF '86 WHEN DURING A STORM THEY GOT LOST ON THE LAND, WEREN'T PROPERLY DRESSED, ETC.

b) IN COMPLETING QUESTION 4b STUDENTS COULD USE THE QUESTIONS LISTED IN QUESTION 2 IN THE STUDENT NOTEBOOK FOR ASSISTANCE.

2. STUDENTS COULD DEVELOP A "RECIPE" OR CHECKLIST OF "DO'S AND DON'T'S " FOR DECISION-MAKING.

3. STUDENTS COULD USE THE DECISION-MAKING PROCESS TO SOLVE A CLASS PROBLEM.

EVALUATION

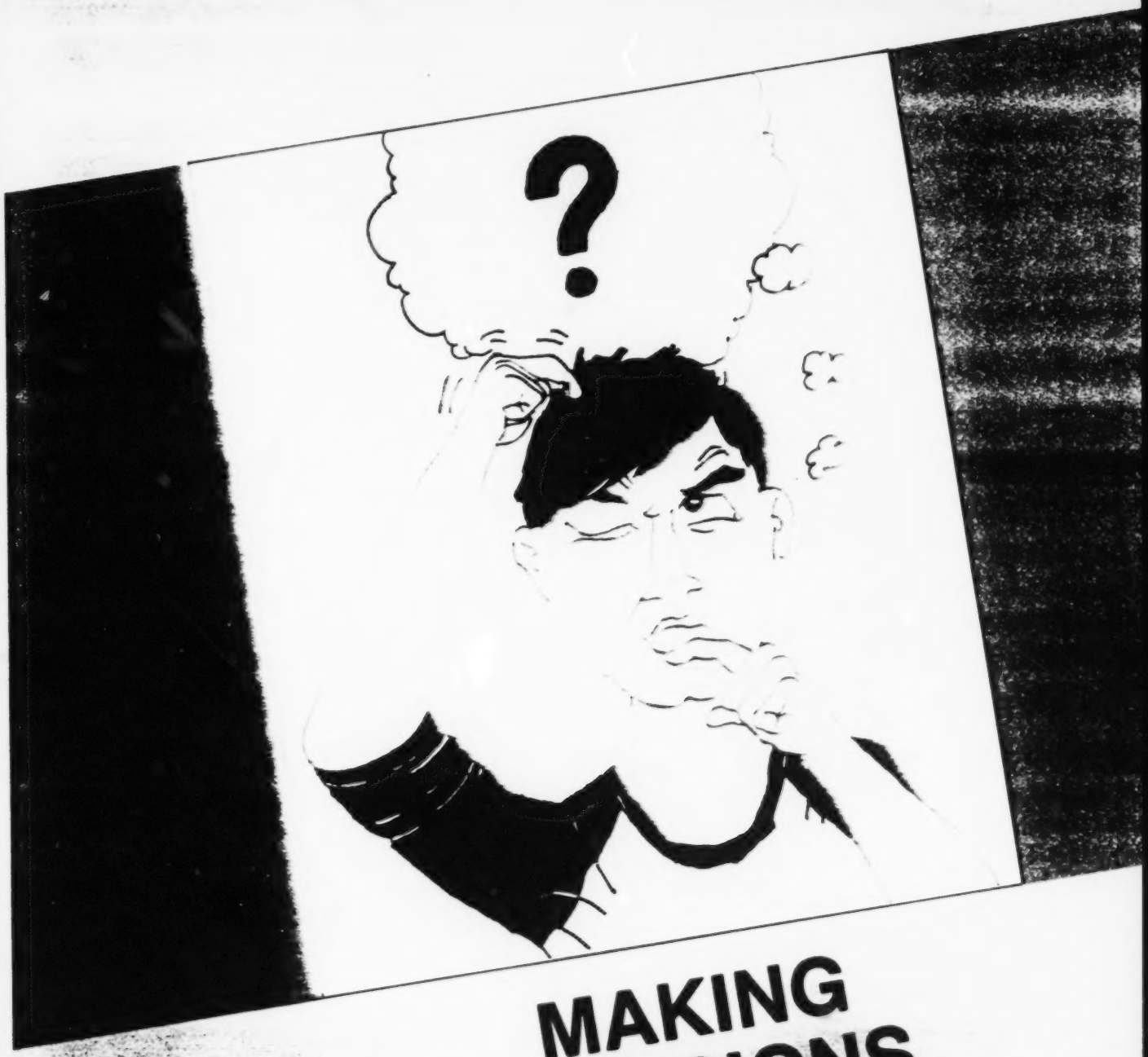
1. OBSERVE HOW "EFFICIENTLY" STUDENTS USE THE DECISON-MAKING PROCEDURE TO COMPLETE QUESTION 4 b IN THE STUDENT NOTEBOOK.

2. HAVE THE STUDENTS READ AND ANSWER THE QUESTIONS FOR THE FOLLOWING SITUATION.

> MRS. MACKENZIE , WHO LIVES TWO BLOCKS AWAY, ASKS YOU TO BABYSIT FOR HER SLEEPING TWO YEAR OLD WHILE SHE RUNS TO THE CO-OP. SHE ASSURES YOU THAT SHE WILL BE BACK IN THIRTY MINUTES. AFTER FIVE MINUTES AT MRS. MACKENZIE'S HOUSE YOU REMEMBER THAT YOU LEFT THE KETTLE PLUGGED IN AT HOME. YOUR DAD IS ASLEEP IN THE HOUSE. HE HAS TOLD YOU NEVER TO BOTHER HIM WHILE HE'S SLEEPING.

- STATE THE PROBLEM
- LIST AT LEAST FOUR POSSIBLE SOLUTIONS TO YOUR PROBLEM.
- FOR EACH SOLUTION WRITE 2 OR 3 POSSIBLE CONSEQUENCES. BE SURE YOU ARE AWARE OF THE WORST CONSEQUENCES OF EACH.
- EVALUATE THE CONSEQUENCES AND DECIDE WHICH IS THE BEST SOLUTION FOR YOU.
- COMPARE YOUR WORK WITH OTHERS IN YOUR CLASS. PINPOINT ANY MAJOR DIFFERENCES. TRY TO EXPLAIN THEM TO EACH OTHER.

3. UTILIZE THE UNIT EVALUATION CHECKLIST, PAGE 9.



MAKING DECISIONS

A STUDENT NOTEBOOK

BEST COPY AVAILABLE

1987

Northwest Territories Educati

MAKING DECISIONS

DEVELOPED BY STEVE BARRS AND CAROLA LANE, VALUES EDUCATION CONSULTANTS

HAMILTON BOARD OF EDUCATION

GRAPHICS BY THE HAMILTON-WENTWORTH REGIONAL POLICE

FOR THE ROTARY CLUB OF HAMILTON

OPERATION PREPARE:
A CITIZENSHIP PROGRAM FOR STUDENTS

REVISED AND AMENDED FOR USE SOLELY WITHIN THE EDUCATION SYSTEM OF THE NORTHWEST TERRITORIES. CERTAIN WORDS OR SCENARIOS HAVE BEEN CHANGED FROM, OR ADDED TO THE ORIGINAL TO REFLECT THE DIFFERENCES IN THE LIFESTYLE AND ENVIRONMENT IN THE NWT. EVERY ATTEMPT HAS BEEN MADE TO ENSURE THAT THE MATERIALS ARE FREE OF BIAS, PREJUDICE OR DESCRIMINATION OF ANY NATURE.

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1987

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LESSON ONE

EVERYONE OF US MAKES DECISIONS DAILY

1

LEONARD LEFT HIS SKIDOO IN FRONT OF THE BAY WHILE HE WENT IN TO SHOP. HE CAME OUT OF THE BAY TO FIND HIS SEAT CUT UP AND HIS BRAKE LIGHTS BROKEN.

1 a LIST THE DECISIONS THAT WERE MADE BY LEONARD OR OTHERS IN THE ABOVE SITUATION.

-
-
-
-

b IF YOU WERE LEONARD AND YOU FOUND YOUR SEAT CUT UP AND YOUR BRAKE LIGHTS BROKEN, WHAT WOULD YOU DO?

2 MAKE A DECISION AS TO WHAT YOU WOULD DO IF YOU WERE INVOLVED IN THE FOLLOWING SITUATION.

WHILE WALKING TO WORK EXPERIENCE LAST MONDAY AFTERNOON, ANNIE FOUND A WOMAN'S PURSE. WHEN ANNIE OPENED IT UP SHE DISCOVERED A WALLET WITH THE OWNER'S NAME AND ADDRESS, AS WELL AS THREE TWENTY DOLLAR BILLS.

2

3 IN EACH OF THE FOLLOWING SITUATIONS WHAT DECISIONS WERE MADE AND WHO MADE THEM?

a ALL THE BOYS IN COP PLAY VOLLEYBALL AFTER WORK EXPERIENCE, THE BOYS ALLOW SUSAN TO PLAY WITH THEM BECAUSE SHE IS A VERY GOOD PLAYER. ROSE MARIE WANTS TO PLAY TOO BUT IS NOT ALLOWED TO PLAY BECAUSE SHE IS NOT AS GOOD A PLAYER AS MOST OF THE BOYS.

DECISION(S)	MADE BY

b PAUL AND HIS TWELVE YEAR OLD SISTER BOTH TAKE TURNS HELPING THEIR MOTHER WITH THE HOUSEHOLD CHORES. WHILE HELPING HIS MOTHER LAST NIGHT PAUL REALIZED THAT HIS DAD NEVER DOES HOUSEHOLD CHORES. PAUL MADE UP HIS MIND THAT DOING HOUSEHOLD CHORES WAS FOR GIRLS AND WOMEN. BOYS AND MEN SHOULD NOT HAVE TO DO THESE THINGS.

DECISION(S)	MADE BY

4 a IN EACH SPACE BELOW THE CLOCKS WRITE DECISIONS YOU OFTEN MAKE DURING THAT TIME OF THE DAY OR NIGHT.

6:00 AM – 9:00 AM	9:00 AM – 12:00 AM	12:00 AM – 3:00 PM

3:00 PM – 6:00 PM	6:00 PM – 9:00 PM	9:00 PM – 12:00 PM

4

b LIST THREE OF YOUR BEST FRIENDS.

c LOOK AT YOUR LIST OF DECISIONS IN QUESTION 4a, CIRCLE THE ONES THAT YOU THINK YOUR BEST FRIENDS WOULD HAVE TO MAKE AS WELL.

d ARE SOME OF THE DECISIONS YOU AND YOUR BEST FRIENDS MAKE MORE IMPORTANT THAN OTHERS?

☐ YES
☐ NO
☐ NOT SURE

WHY?

5 a WHAT IS THE MOST IMPORTANT DECISION YOU MADE YESTERDAY?

b WHY DO YOU THINK THIS WAS THE MOST IMPORTANT DECISION?

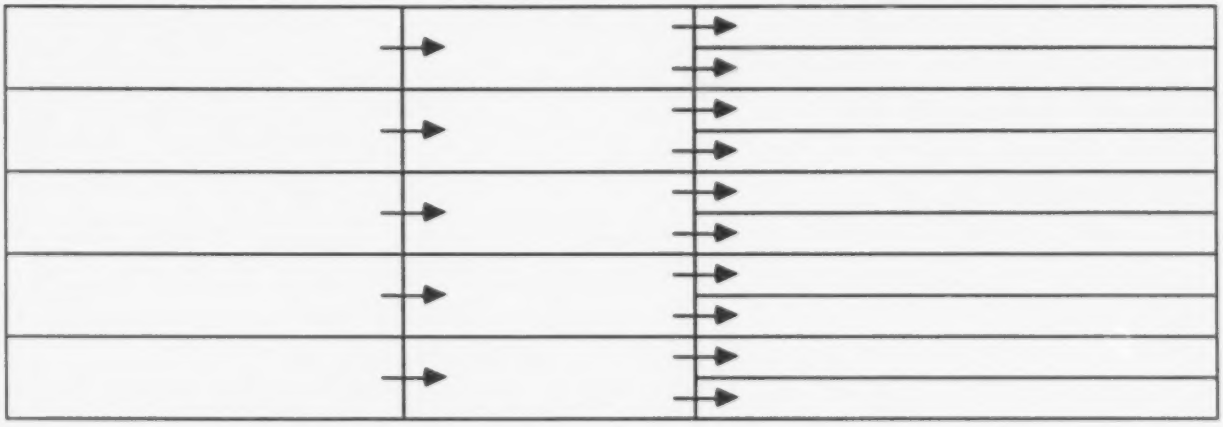
LESSON TWO

THERE ARE ALTERNATIVES TO EVERY DECISION

5

ABOUT A WEEK AGO WILLIAM LENT HIS ELECTRONIC GAME TO HIS BEST FRIEND PETER. PETER PROMISED TO RETURN IT THE NEXT DAY, BUT DIDN'T. IN FACT PETER HAS NOT SAID ANYTHING TO WILLIAM ABOUT THE ELECTRONIC GAME. ANNIE, PETER'S SISTER, TOLD WILLIAM THAT SHE AND PETER WERE PLAYING WITH THE ELECTRONIC GAME SEVERAL DAYS AGO AND BROKE IT. ANNIE ALSO SAID THAT THEIR MOTHER THREW WHAT WAS LEFT OF THE GAME INTO THE GARBAGE.

1 a LIST THE DECISIONS MADE IN THE STORY. b WHO MADE THE DECISION? c WHAT OTHER DECISIONS COULD HAVE BEEN MADE?



2 LIST TWO OTHER DECISIONS WHICH WILLIAM COULD MAKE AS A RESULT OF WHAT ANNIE TOLD HIM.

a TELL PETER WHAT ANNIE SAID AND THAT HE IS ANGRY ABOUT NOT GETTING THE GAME BACK.	b TELL HIMSELF THAT HE WILL NEVER LEND PETER ANYTHING AGAIN.	c HAVE NOTHING MORE TO DO WITH PETER UNTIL HE RETURNS THE ELECTRONIC GAME.	d	e

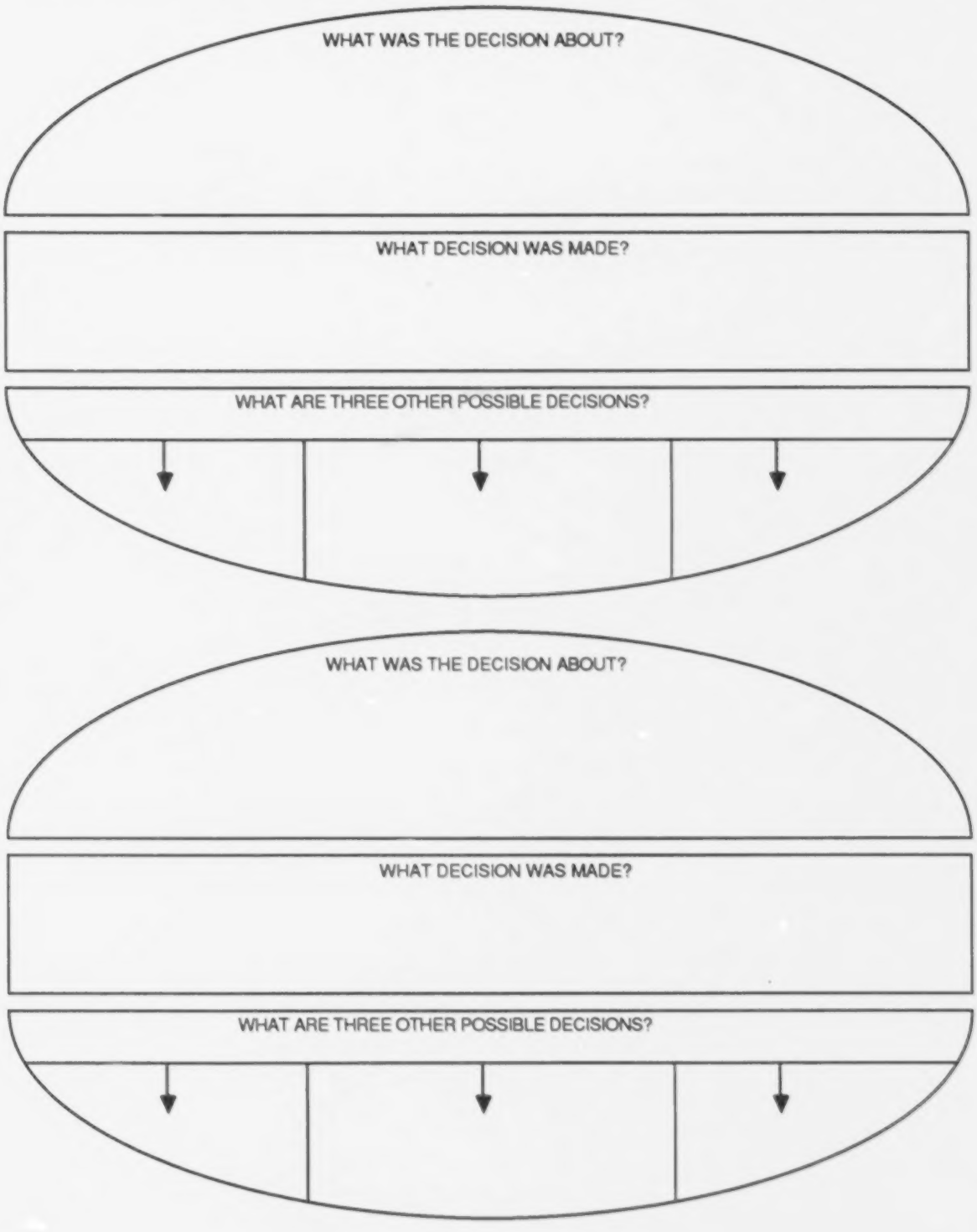
6

JOHN WAS A WELL-LIKED STUDENT IN THE COP CLASS. EVERYDAY HE SHARED CIGARETTES AND POP WITH HIS CLASSMATES. NOBODY KNEW THAT JOHN HAD BEEN STEALING THEM FROM THE CO-OP.

3 CHOOSE ONE DECISION WHICH WAS MADE IN THIS SITUATION. USING THE SPACE PROVIDED ANSWER THE FOLLOWING QUESTIONS.

WHAT DECISION WAS MADE?	
WHAT WAS THE DECISION ABOUT?	WHO MADE THE DECISION?
WHAT IS ANOTHER POSSIBLE DECISION?	
WHAT IS ANOTHER POSSIBLE DECISION?	
WHAT IS ANOTHER POSSIBLE DECISION?	

4 CHOOSE THREE DECISIONS THAT YOU OFTEN MAKE AND ANSWER THE FOLLOWING QUESTIONS.


WHAT WAS THE DECISION ABOUT?
WHAT DECISION WAS MADE?
WHAT ARE THREE OTHER POSSIBLE DECISIONS?
WHAT WAS THE DECISION ABOUT?
WHAT DECISION WAS MADE?
WHAT ARE THREE OTHER POSSIBLE DECISIONS?

8

WHAT WAS THE DECISION ABOUT?

WHAT DECISION WAS MADE?

WHAT ARE THREE OTHER POSSIBLE DECISIONS?

5 ARCHIE AND ROBERT GOT INTO A FIGHT AT COFFEE BREAK. THE COP TEACHER ASKED ARCHIE WHY HE WOULD ACT THIS WAY. IT IS NOT A GOOD WAY TO DEAL WITH PROBLEMS AND IT UPSETS THE ATMOSPHERE IN THE COP CLASS. ARCHIE SAID THAT HE HAD NO CHOICE.

WHAT DO YOU THINK?

6 a DESCRIBE A TIME WHEN YOU MADE A DECISION ABOUT SOMETHING AND YOU TOLD SOMEONE YOU HAD NO CHOICE.

GIVE YOUR BOOK TO SOMEONE ELSE IN YOUR CLASS AND HAVE THEM ANSWER QUESTION b.

b DO YOU FEEL THEY DIDN'T HAVE A CHOICE?

YES ☐ NO ☐ NOT SURE ☐

WHY?

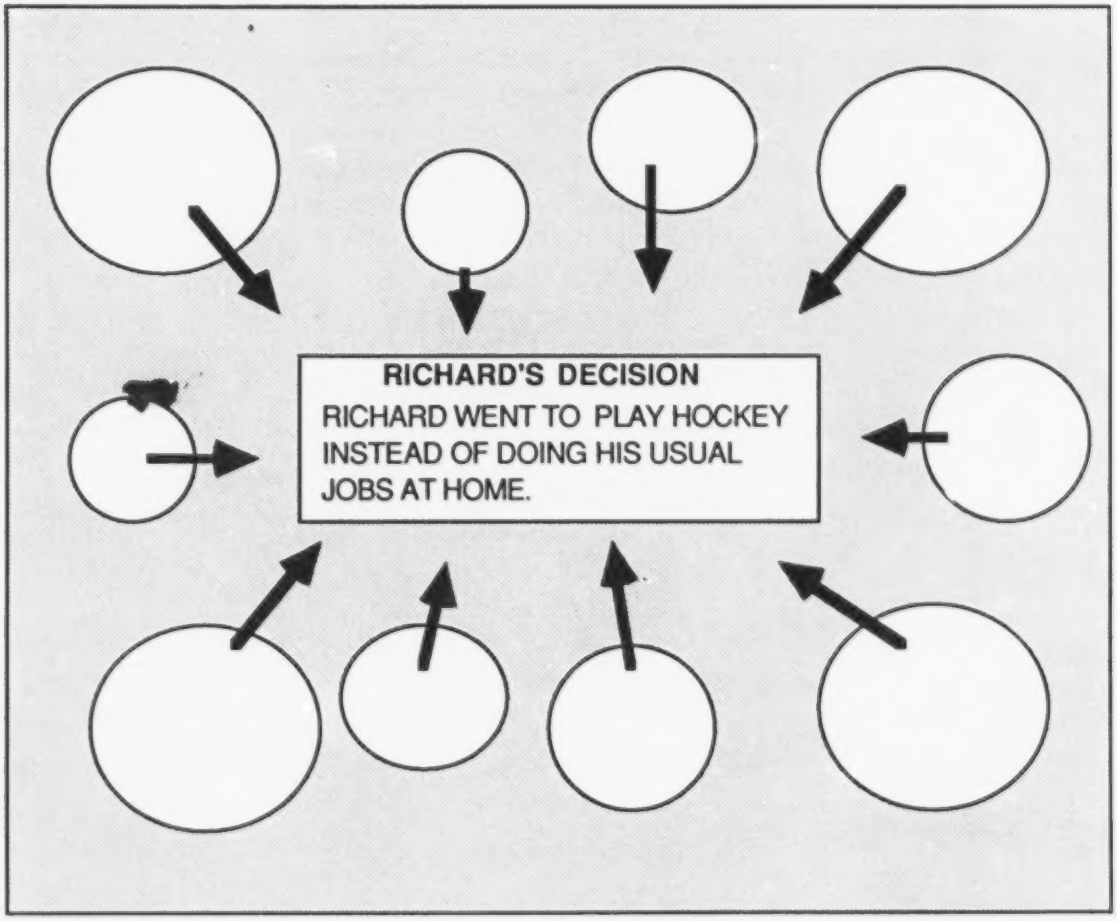
10 DECISIONS ARE BASED ON PEOPLE'S VALUES

LESSON THREE

RICHARD MAKES A DECISION TO PLAY HOCKEY INSTEAD OF DOING HIS USUAL JOBS AT HOME.

1 a FILL IN THE CIRCLES BY LISTING REASONS WHY RICHARD MIGHT MAKE THIS DECISION.

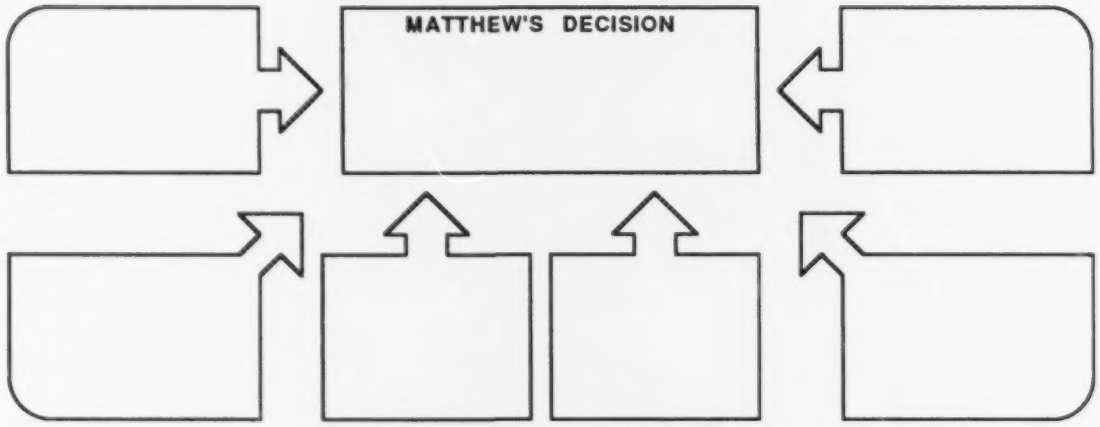
b DISCUSS HOW EACH OF THE CIRCLES WOULD INFLUENCE RICHARD'S DECISION.



2

MATTHEW'S DAD ASKED HIM TO MAIL A LETTER ON HIS WAY TO HIS FRIEND'S HOUSE. ON THE WAY, MATTHEW MET SEVERAL OTHER FRIENDS WHO ASKED HIM TO PLAY BASEBALL. MATTHEW LEFT THE LETTER ON THE GROUND BESIDE HIS COAT AND WENT OFF TO PLAY BASEBALL. WHEN MATTHEW RETURNED, HIS COAT WAS STILL THERE BUT THE LETTER WAS GONE.

FILL IN THE SPACES IN THE DIAGRAM BELOW TO SHOW WHAT TYPES OF THINGS MIGHT BE IMPORTANT TO MATTHEW.



3

LAST WEEK MARY'S MOTHER TOLD HER THAT IT WAS ABOUT TIME THAT SHE TOOK ON SOME RESPONSIBILITIES AROUND THE HOUSE. MARY WAS TO DO THE GROCERY SHOPPING, MAKE SUPPER AND TAKE CARE OF HER BABY BROTHER AFTER SCHOOL.

a WHAT DECISION DID MARY'S MOTHER MAKE?

12

b WHY DO YOU THINK SHE MADE THIS DECISION?

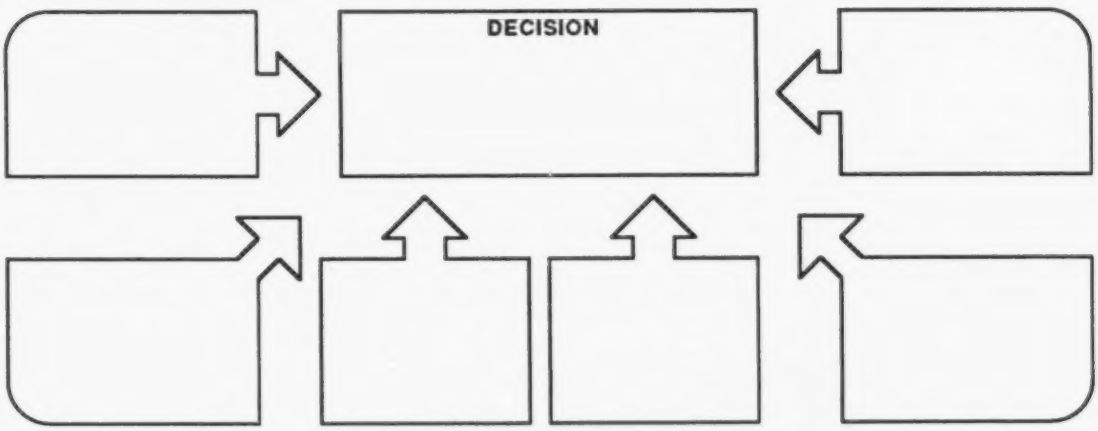
c WHAT DOES THIS DECISION TELL US ABOUT WHAT IS IMPORTANT TO MARY'S MOTHER?

4 a WHAT IS THE MOST IMPORTANT DECISION YOU HAVE EVER MADE?

b WHY DID YOU MAKE THIS DECISION?

c WHAT DOES THIS DECISION TELL US ABOUT YOU?

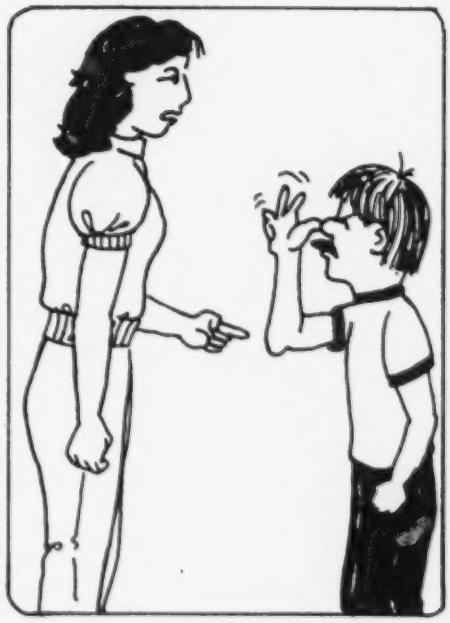
d FILL IN THE SPACES IN THE DIAGRAM BELOW TO SHOW WHAT THINGS WERE IMPORTANT TO YOU WHEN YOU MADE THIS DECISION.



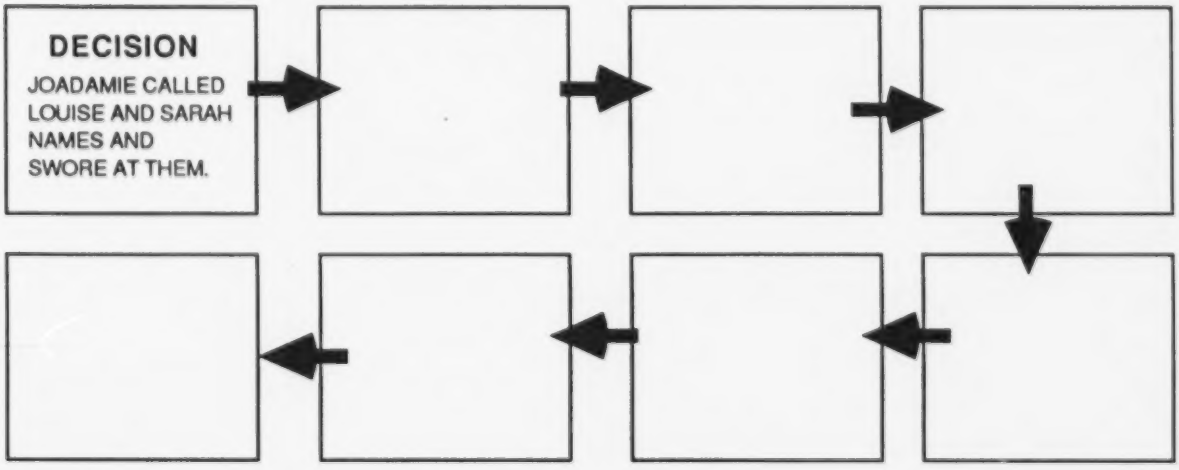
14 THE DECISIONS WE MAKE TODAY MAY INFLUENCE OUR LIVES IN THE FUTURE

LESSON FOUR

JOADAMIE AND HIS FRIENDS WERE AT THE DANCE KILLING TIME. JOADAMIE SPOTTED LOUISE AND SARAH SITTING QUIETLY ON A BENCH. JOADAMIE BEGAN CALLING THEM NAMES AND SWEARING AT THEM. LOUISE BEGAN TO CRY AND SARAH RAN TO GET THE SUPERVISOR. THE SUPERVISOR TOLD JOADAMIE AND HIS FRIENDS TO LEAVE THE GIRLS ALONE. JOADAMIE MOUTHED OFF AT THE SUPERVISOR AND MADE DIRTY GESTURES WITH HIS FINGERS. THE SUPERVISOR THREW JOADAMIE AND HIS FRIENDS OUT OF THE DANCE. JOADAMIE SUGGESTED TO HIS FRIENDS THAT THEY RETURN LATER WHEN THE SUPERVISOR WAS BUSY AND VANDALIZE THE WASHROOMS. SINCE JOADAMIE'S FRIENDS WERE AFRAID OF HIM THEY DECIDED TO DO AS HE SUGGESTED.



1 WHAT HAPPENED BECAUSE JOADAMIE DECIDED TO CALL LOUISE AND SARAH NAMES AND SWEAR AT THEM?



2 WHAT OTHER THINGS MIGHT HAPPEN SOMETIME IN THE FUTURE BECAUSE OF JOADAMIE AND HIS FRIENDS' DECISION TO VANDALIZE THE DANCE HALL?

3 WHAT MIGHT BE SOME OF THE CONSEQUENCES IF ....

... YOU REPORTED ON A FRIEND WHO STOLE SNUFF FROM THE STORE?

... YOU WERE CAUGHT DRINKING IN A DRY COMMUNITY?

... YOU WERE OFFERED A SUMMER JOB IN ANOTHER COMMUNITY?

... YOU DECIDED TO DO YOUR BEST WORK AT YOUR WORK EXPERIENCE?

16

4

INTERVIEW TWO OTHER STUDENTS IN YOUR CLASS. FIND OUT ABOUT DECISIONS THEY HAVE MADE WHICH CAUSED POSITIVE CONSEQUENCES AND FIND OUT ABOUT DECISIONS THEY HAVE MADE WHICH CAUSED NEGATIVE CONSEQUENCES.

DECISIONS WITH POSITIVE CONSEQUENCES

STUDENT 1	STUDENT 2

DECISIONS WITH NEGATIVE CONSEQUENCES

STUDENT 1	STUDENT 2

LESSON FIVE

SOME DECISIONS THAT ARE MADE ARE NOT AS GOOD AS OTHERS

17

THE TWO NEWSPAPER ARTICLES SHOWN ARE FROM "NEWS NORTH" OF MAY 7, 1986. THEY BOTH TELL ABOUT DECISIONS WHICH BOYS MADE ABOUT HOW TO SPEND THEIR SPARE TIME.

READ THE ARTICLES.

GETTING A PUSH

"JOELEE WOOD OF THE CAMBRIDGE BAY COP, GIVES 11-YEAR OLD RANDY HALL A PUSH UP TO THE MONKEY BARS AT THE LOCAL SCHOOL'S SPORTS DAY. RANDY HALL IS A PARTICIPANT OF THE SETTLEMENTS' YEARLY COMPETITION."

TWO QUESTIONED IN A SCHOOL FIRE

"TWO YOUTHS ARE BEING QUESTIONED IN CONNECTION WITH A FIRE AT RESOLUTE BAY'S NEW SCHOOL. ARSON IS SUSPECTED IN THE BLAZE WHICH STARTED AROUND 10 P.M.

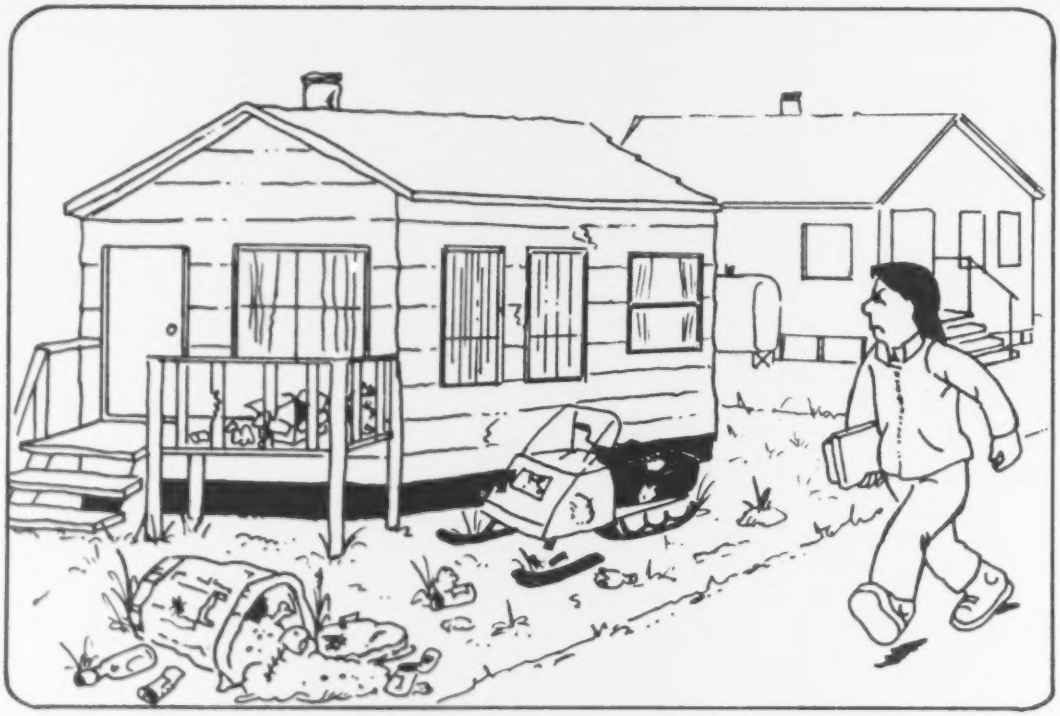
FIRE DAMAGE WAS CONFINED TO ONE CLASSROOM ALTHOUGH SMOKE FILLED OTHER ROOMS IN THE BUILDING. TWO SUSPECTS WERE PICKED UP NOT FAR FROM THE SCHOOL."

1 ARE THE TWO DECISIONS ABOUT HOW TO SPEND SPARE TIME EQUALLY AS GOOD?

YES ☐ NO ☐ NOT SURE ☐

WHY?

18



EVERYDAY ON HER WAY TO SCHOOL, LISA PASSES A PILE OF RUBBAGE SITTING ON MRS. APPLE'S FRONT PORCH. LISA BELIEVES MRS. APPLE TO BE A SLOB AND THINKS THAT SHE HAS NO RESPECT FOR HER NEIGHBOURS OR FOR KEEPING THE COMMUNITY ATTRACTIVE AND CLEAN.

2 a WHAT THINGS COULD LISA DECIDE TO DO?

-
-
-
-

b CIRCLE THE BEST DECISION THAT LISA COULD MAKE.

c WHY DO YOU FEEL THIS DECISION IS BETTER THAN THE OTHERS?

3

MARTHA AND HER FRIEND LIZZIE WERE AT THE BAY BUYING NEW JEANS FOR MARTHA. MARTHA HAD $20 TO BUY A NEW PAIR FOR SCHOOL. SHE FOUND EXACTLY WHAT SHE WANTED AND TOOK TWO PAIRS OF JEANS HER OWN SIZE TO THE CHANGE ROOM. WHEN SHE CAME OUT, SHE WAS CARRYING ONLY ONE PAIR OF NEW JEANS AND WAS WEARING THE OTHER PAIR WITH THE TAGS REMOVED. AS SHE PUT THE ONE PAIR OF NEW JEANS BACK ON THE RACK, SHE WHISPERED TO LIZZIE, "C'MON', YOU. IT'S A GREAT WAY TO GET SOME NEW JEANS FREE - IT ALWAYS WORKS." THEN, MARTHA TOOK TWO PAIRS OF JEANS FROM THE RACK AND HANDED THEM TO LIZZIE.

a WHAT COULD LIZZIE DO?

*
*
*
*

b CIRCLE THE BEST DECISION THAT LIZZIE COULD MAKE.

c WHY DO YOU FEEL THIS DECISION IS BETTER THAN THE OTHERS?

20

4 WHAT MAKES SOME DECISIONS BETTER THAN OTHERS?

5 DISCUSS HOW "CONSEQUENCES" MAKE SOME DECISIONS BETTER THAN OTHERS?

CONSEQUENCES : THE RESULTS OR EFFECTS OF ONE'S ACTIONS

LESSON SIX

THERE ARE MANY WAYS OF MAKING DECISIONS

21

1 TO MAKE A DECISION ABOUT SOMETHING, YOU COULD .....

* ....TOSS A COIN	* .... ASK YOU MOTHER
*	*
*	*
*	*

2 WHAT METHOD OF DECISION-MAKING DID YOU USE TO DECIDE WHAT TO WEAR TODAY?

3 WHAT METHOD OF DECISION-MAKING DID YOU USE TO DECIDE WHAT TELEVISION PROGRAMS TO WATCH YESTERDAY?

22

4 WHAT METHOD OF DECISION-MAKING DID YOU USE TO DECIDE WHAT TO EAT FOR BREAKFAST THIS MORNING?

5 WRITE A LITTLE RHYME TO DESCRIBE EACH OF THE METHODS YOU COULD USE TO MAKE A DECISION:

TOSS A COIN,
TO SEE IF THERE'S A TEAM YOU
SHOULD JOIN.

TO HELP YOURSELF DECIDE
IF YOU SHOULD TAKE A RIDE,
ASK YOUR MOTHER,
AND NOT YOUR BROTHER.

LESSON SEVEN

SOME WAYS OF MAKING DECISIONS ARE NOT AS GOOD AS OTHERS

23

IT IS THE END OF NOVEMBER AND YOU HAVE BEEN IN YOUR COP CLASS SINCE OCTOBER 1ST. IN YOUR FORMER CLASS YOU DID NOT HAVE A LOT OF FRIENDS BUT YOU GOT ALONG WELL WITH EVERYONE. SINCE YOU JOINED THE COP CLASS YOU HAVE BEEN PUT DOWN AND LAUGHED AT A LOT BY OTHER STUDENTS. THE TEACHER DOESN'T SEEM TO WANT TO TELL THEM TO STOP. SHE SAYS YOU HAVE TO FIND WAYS TO HANDLE THE PROBLEM YOURSELF.

IN CLASS TODAY, JUST AFTER COFFEE, YOU RECEIVED A NOTE SAYING THAT TODAY AFTER WORK EXPERIENCE "THE FEARLESS THREE" WILL WAIT FOR YOU AND YOU WILL BE DEAD.

1 WHAT COULD YOU DO IN THIS SITUATION?

24

2 TO CHOOSE ONE OF YOUR SOLUTIONS YOU COULD:

a ROLL A DIE TO MAKE A DECISION ABOUT WHAT TO DO.

DECISION

b ASK THE STUDENT WHO SITS BESIDE YOU WHAT TO DO.

DECISION

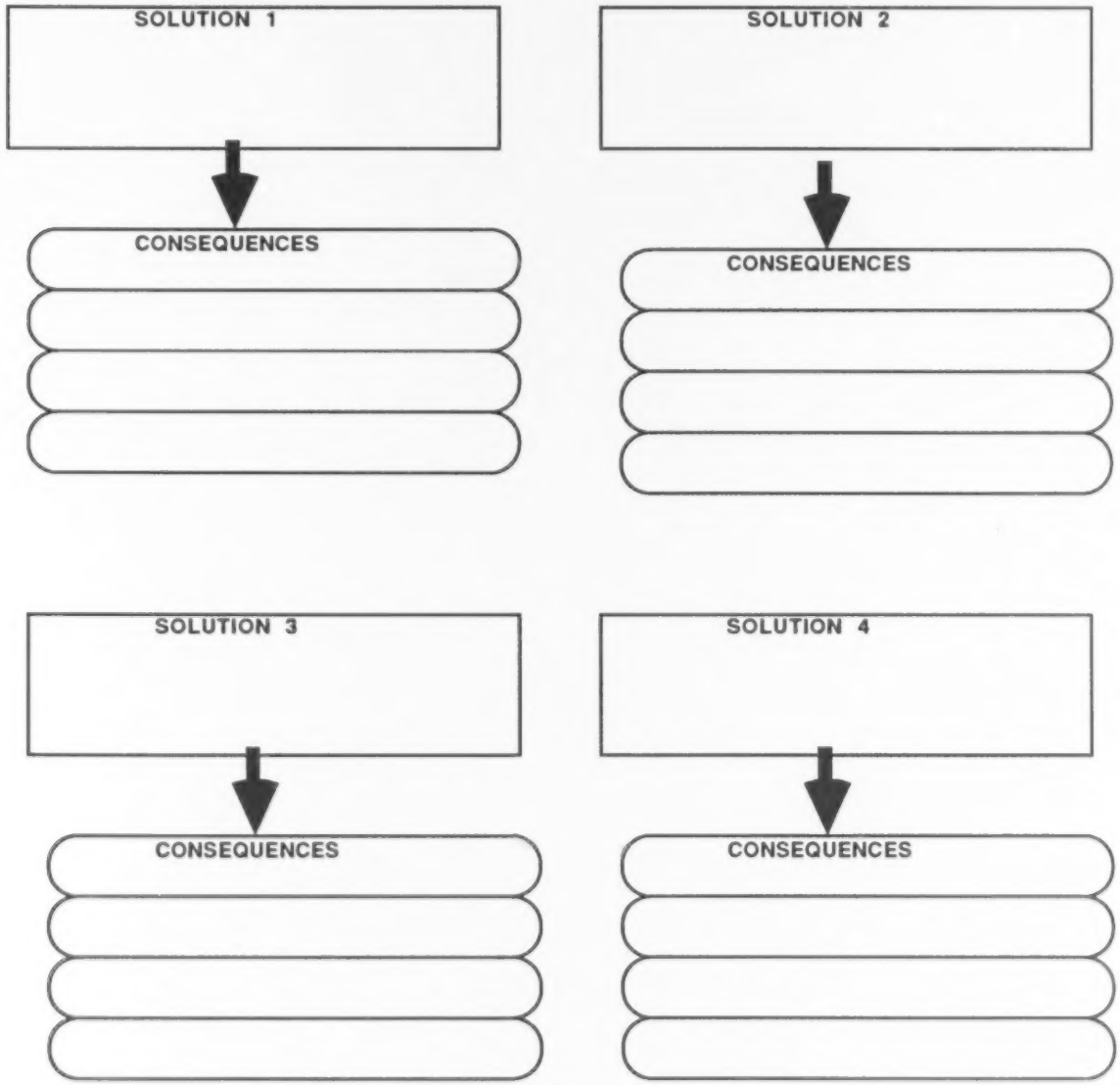
c ASK FIVE OTHER STUDENTS IN YOUR CLASS WHAT TO DO AND CHOOSE THE ANSWER YOU GET MOST OFTEN AS YOUR DECISION.

DECISION

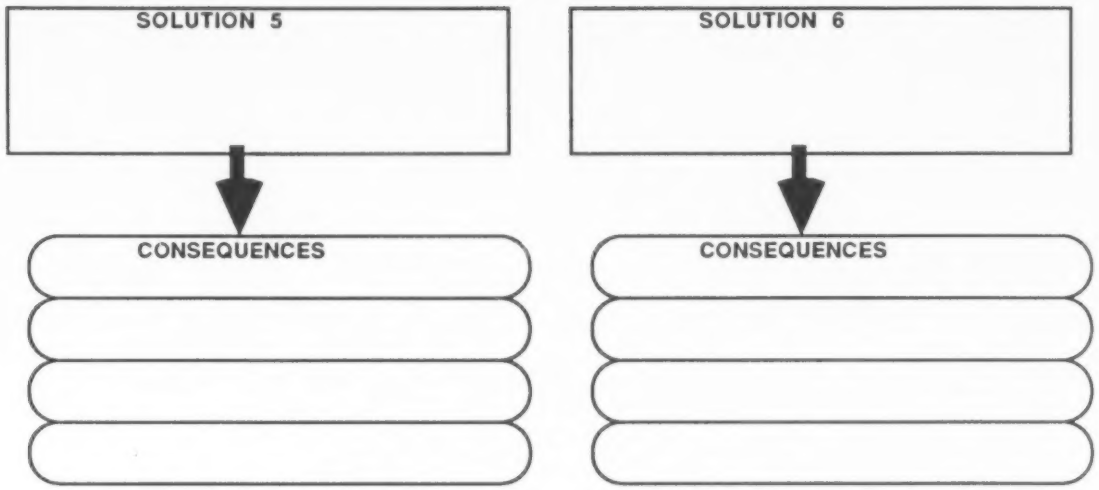
d THINK ABOUT THE LAST TIME SOMETHING LIKE THIS HAPPENED TO YOU. USE THE DECISION YOU MADE THEN TO SOLVE THIS PROBLEM.

DECISION

e FOR EACH OF THE SOLUTIONS LISTED IN QUESTION 1, LIST THE CONSEQUENCES.



e (CONT'D)



f LOOK AT THE CONSEQUENCES OF EACH SOLUTION AND THEN MAKE A DECISION ABOUT WHICH SOLUTION IS BEST:

DECISION

3 a WHICH METHOD OF DECISION MAKING DID YOU FEEL WAS POOREST?

WHY?

b WHICH METHOD OF DECISION MAKING DID YOU FEEL WAS BEST?

WHY?

4 DISCUSS WHY SOME METHODS OF DECISION MAKING ARE BETTER THAN OTHERS.

LESSON EIGHT

GOOD DECISIONS ARE MADE BY FOLLOWING PROPER DECISION MAKING PROCEDURES

27

ADAM AND JASON ARE GOOD FRIENDS WHO ARE BOTH IN THE COP CLASS. FOR THE PAST FEW MONTHS BOTH STUDENTS HAVE BEEN GOING TO WORK EXPERIENCE AT DPW.

A FULL TIME JOB OPENING HAS COME AVAILABLE AT DPW. JASON HAS BEEN OFFERED THE JOB. SINCE HE'S A SECOND YEAR COP STUDENT HE CAN TAKE THE JOB AND STILL GRADUATE FROM COP. NATURALLY HE'S PLEASED WITH BEING ABLE TO COMPLETE COP AND GET A GOOD PAYING JOB.

DPW HAS ALSO OFFERED A JOB TO ADAM WHICH JASON IS ENCOURAGING HIM TO TAKE. THE JOB OFFER IS FOR A TEMPORARY POSITION -- 3 MONTHS. ADAM IS A FIRST YEAR COP STUDENT SO HE WOULD HAVE TO DROP OUT OF THE PROGRAM TO TAKE THE JOB. SINCE THERE ARE STUDENTS ON THE COP WAITING LIST HE MIGHT NOT BE ABLE TO GET BACK INTO THE PROGRAM.

ADAM REALLY LIKES COP, AND HAS STARTED TO WORK VERY HARD ON HIS ACADEMICS. HIS TEACHER SAYS THAT IF HE CONTINUES TO IMPROVE HE MIGHT BE ABLE TO GET INTO A GRADE TEN PREP PROGRAM AFTER FINISHING COP. BUT HE ALSO LIKES THE IDEA OF TAKING THE JOB AT DPW --IT WOULD GIVE HIM THE MONEY HE NEEDS TO BUY A NEW STEREO.

JASON REALLY WANTS ADAM TO TAKE THE JOB SINCE THEY GET ALONG WELL AND WOULD BE ABLE TO WORK TOGETHER. "C'MON, IF YOU WORK HARD ENOUGH THEY'LL PROBABLY KEEP YOU ON AFTER THE 3 MONTHS." BUT ADAM ISN'T SURE ...

28

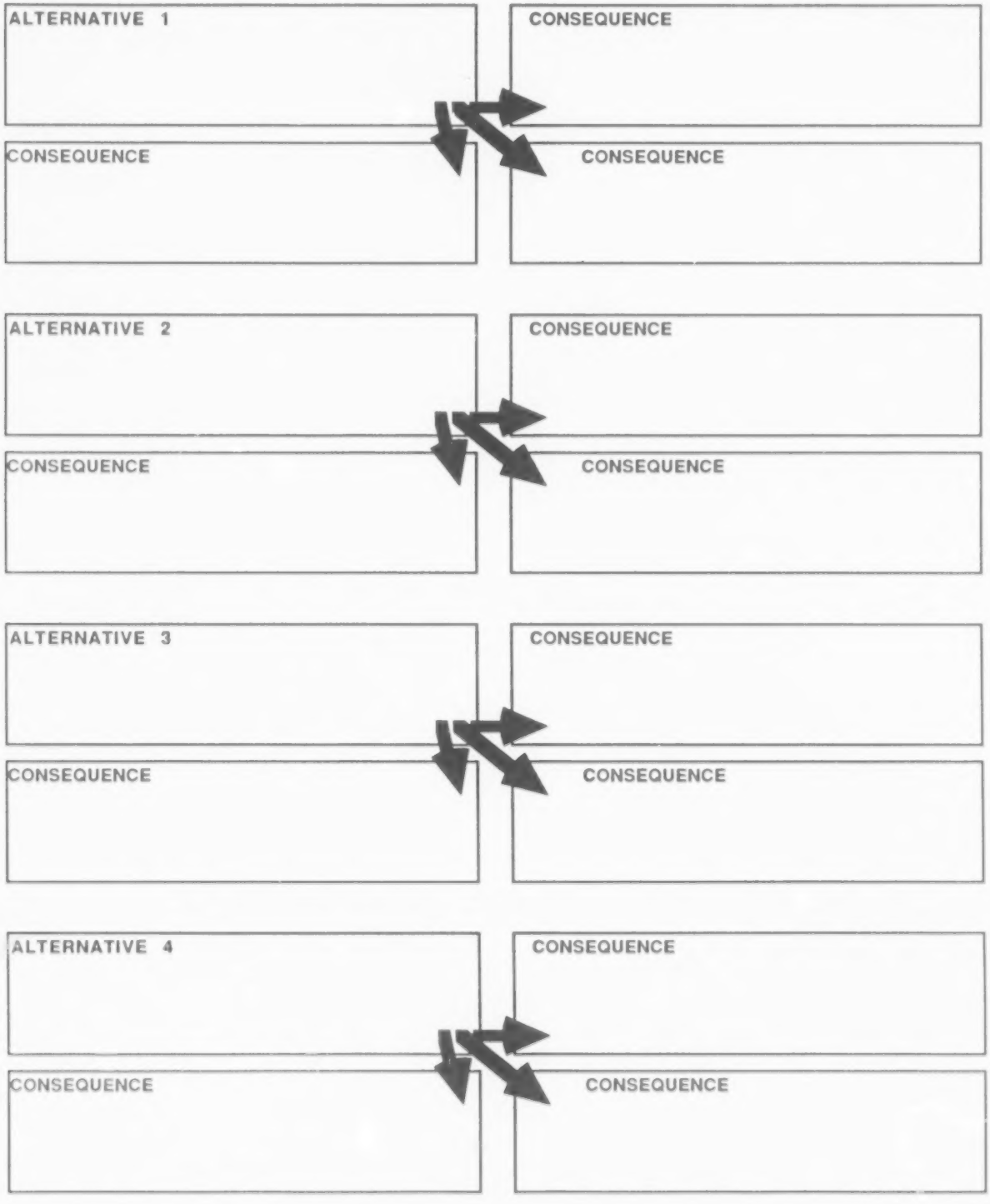
1 IF ADAM TOLD HIMSELF HE DID NOT HAVE A CHOICE ABOUT WHAT TO DO, WHY WOULD HE NOT BE TELLING HIMSELF THE TRUTH?

2 PRETEND THAT YOU ARE ADAM'S CONSCIENCE. HELP HIM TO MAKE A GOOD DECISION ABOUT WHAT TO DO.

a TELL HIM EXACTLY WHAT THE PROBLEM IS.

b LIST ALL THE THINGS HE COULD DO TO SOLVE HIS PROBLEM.

c FOR EACH ALTERNATIVE YOU HAVE LISTED, DESCRIBE THE CONSEQUENCES.



30

d DECIDE WHETHER EACH CONSEQUENCE IS POSITIVE OR NEGATIVE. PLACE A "+" SIGN BESIDE THE POSITIVE CONSEQUENCES. PLACE A "-" SIGN BESIDE THE NEGATIVE CONSEQUENCES.

e LOOK AT THE CONSEQUENCES EACH ALTERNATIVE HAS. MAKE A DECISION FOR ADAM BY PICKING THE ALTERNATIVE THAT HAS MANY VERY POSITIVE CONSEQUENCES.

DECISION

3 YOU HAVE USED A DECISION MAKING PROCEDURE TO SOLVE ADAM'S PROBLEM.

a GIVE A NAME TO EACH STEP OF THE PROCEDURE.

a	
b	
c	
d	
e	

b IS THIS PROCEURE A GOOD ONE TO USE TO MAKE A DECISION?

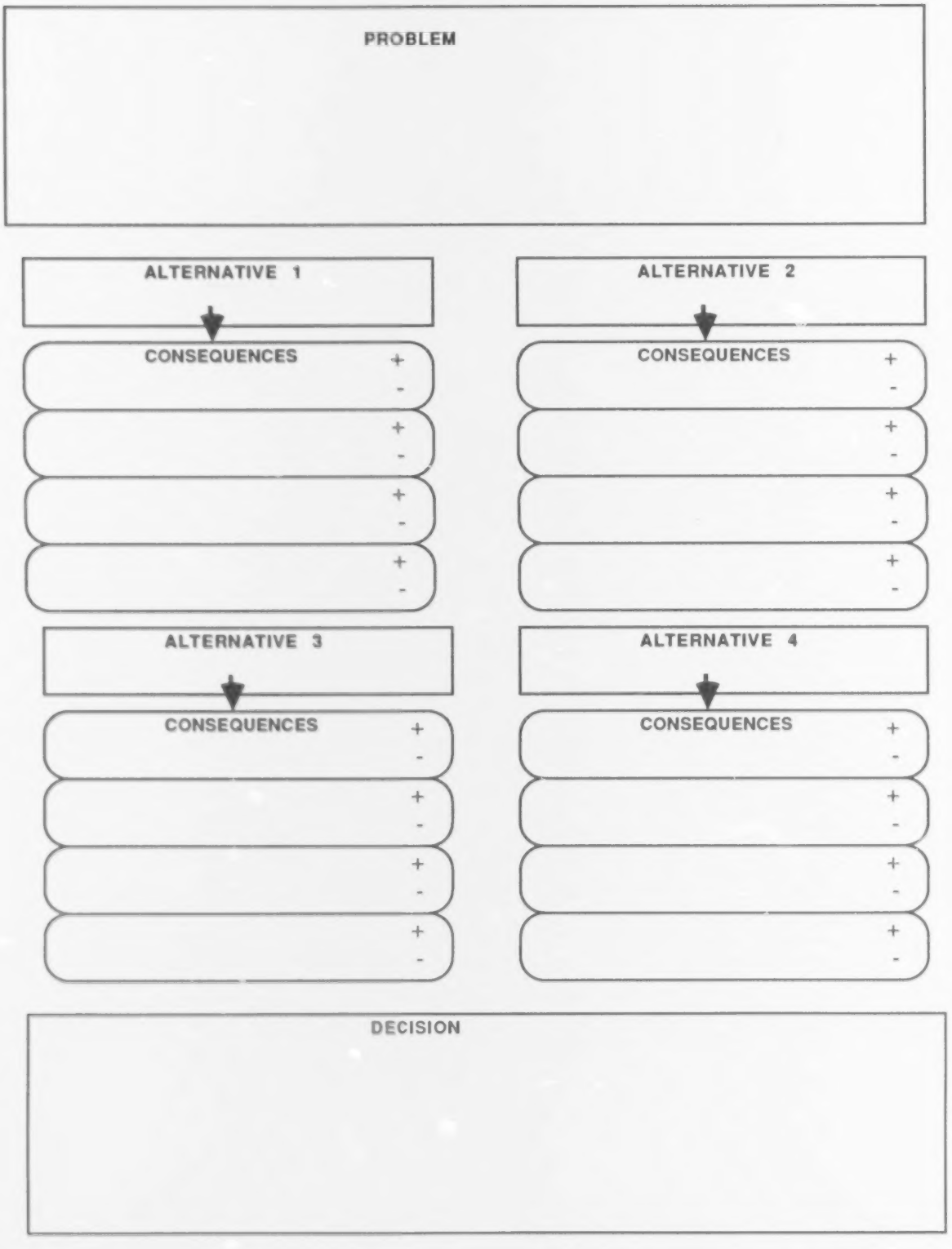
YES ☐ NO ☐ NOT SURE ☐

REASONS

4 a THINK ABOUT A TIME SOMEONE TRIED TO TALK YOU INTO DOING SOMETHING YOU DIDN'T REALLY WANT TO DO.

b USE THE DECISION MAKING PROCEDURE TO SOLVE YOUR PROBLEM IN THIS SITUATION.

32


PROBLEM
ALTERNATIVE 1
CONSEQUENCES
+
-
+
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+
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ALTERNATIVE 2
CONSEQUENCES
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ALTERNATIVE 4
CONSEQUENCES
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DECISION